DOCUMENT RESUME

ED 350 474 CE 062 165

AUTHOR Walsh, Lynne
TITLE Student Destination Surveys: Design and Development of an Instrument for Use by TAFE Agencies.
INSTITUTION Western Australia Dept. of TAFE, Perth.
SPONS AGENCY TAFE National Centre for Research and Development, Ltd., Leabrook (Australia).
REPORT NO ISBN-0-86397-290-X
PUB DATE 92
NOTE 79p.
AVAILABLE FROM TAFE National Centre for Research and Development, Ltd., 252 Kensington Road, Leabrook, South Australia 5068, Australia.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Educational Research; Foreign Countries; *Graduate Surveys; Postsecondary Education; *Program Effectiveness; Technical Education; *Test Construction; Test Content; Test Format; Test Validity; Vocational Followup
IDENTIFIERS *Australia

ABSTRACT

The development of the student destination survey instrument was a response to an identified need for a tool to measure the effectiveness of Technical and Further Education (TAFE) programs in Australia. The requirement was for a tool that was flexible in accommodating changing course structures and consistent across state and territory boundaries. An issues paper identified six major issues that were constructive in determining the direction of the research. The instrument was designed as a direct mail questionnaire that could be used for telephone surveys; both methods were tested. The questionnaire was redeveloped and reconstructed. The 163 total responses received from the 470 students sampled through both the mail and telephone sampling comprised a statistically viable 35 percent response rate. The data entry and trial analyses (frequencies, cross-tabulations, and correlations) were used to diagnose further problems in the questionnaire. A number of apparent difficulties were identified and addressed by the modification of the questionnaire to produce the final version. (Appendixes include an 11-item bibliography, a list of 12 survey instruments, a coding and analysis guide--supplement, an issues paper, draft questionnaire versions 1 and 2, correspondence, a sample of coded data and listing, and the final version of the questionnaire format.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED350474

CE062165

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

M Jones

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

TAFE

STUDENT DESTINATION SURVEYS:

DESIGN AND DEVELOPMENT OF

AN INSTRUMENT FOR

USE BY TAFE AGENCIES

LYNNE WALSH

This project was undertaken by the Department of TAFE Western Australia and was commissioned by the TAFE National Centre for Research and Development

© TAFE National Centre for Research and Development Ltd, 1992
A.C.N. 007 967 311

Single copies may be made by TAFE Authorities without restriction.

ISBN 0 86397 290 X (Hard copy)
TD/TNC 29.05

Published by:
TAFE National Centre for Research and Development Ltd
252 Kensington Road
LEABROOK SA 5068

Printed by A. SECKER, Director & Government Printer, South Australia.

TABLE OF CONTENTS

		Page
1	INTRODUCTION	1
2	DEFINITION OF SURVEY PARAMETERS	1
2.1	ISSUES PAPER	2
2.2	THE AIMS OF THE SURVEY	2
2.2.1	Determination of graduate success rates	2
2.2.2	Evaluation and validation of course content	3
2.2.3	Monitoring of attrition rates	3
2.3	DEFINITION OF THE POPULATION	4
2.4	FRAMES OF REFERENCE	4
2.5	DATA COLLECTION	5
2.5.1	Response mechanism	5
2.5.2	Student addresses	5
2.5.3	Student information error	5
2.5.4	Pre-coding	5
2.6	CODING	6
2.6.1	Guidelines	6
2.6.2	Industry and occupation codes	6
2.6.3	Coding sheets	6
2.6.4	Institution codes	6
2.6.5	Course and subject codes	7
2.7	ANALYSIS	7
2.7.1	Simplicity	7
2.7.2	Accessibility	7
3	REFINEMENT OF QUESTIONS	8
3.1	MULTIPLE INSTITUTIONS	8
3.2	MULTIPLE PROGRAMS	8
3.3	PERSONAL INFORMATION	8
3.4	QUESTION FORMAT	8

4 METHODOLOGY 9

4.1 CONTENT AND QUESTION FORMAT VALIDITY 9
4.1.1 Draft questionnaire 1 9
4.1.2 Format and content validity 9
4.1.3 Outcomes 9

4.2 PILOT OF THE QUESTIONNAIRE 10
4.2.1 Sample selection 10
4.2.2 Document preparation 11
4.2.3 Responses 11
4.2.4 Recording of returns 12
4.2.5 Coding of returns 13
4.2.6 Data entry 13
4.2.7 Analysis tools and accessibility 13
4.2.8 Data analysis 14
4.2.9 Outcomes 17
4.2.10 Performance indicator development 17

5 CONCLUSION 18

6 RECOMMENDATIONS 18

7 CODING AND ANALYSIS GUIDE – SUPPLEMENT 23

8 APPENDICES:

Appendix 1: Issues paper
Appendix 2: Draft questionnaire version 1
Appendix 3: Draft questionnaire version 2
Appendix 4: Letter to students
Appendix 5: Reminder letter to students
Appendix 6: Sample of coded data & listing
Appendix 7: Recommended letter
Appendix 8: Final version of questionnaire format

STUDENT DESTINATION SURVEY REPORT

1 INTRODUCTION

The development of the "Student Destination Survey" instrument was a response to an identified need for a tool to measure effectiveness of TAFE programs. The requirement was for a tool which was flexible in accommodating changing course structures and consistent across state and territory boundaries. Although each of the State and Territories has developed measurement devices for specific purposes, a device which was consistent but provided for a range of measures appropriate to the development of effectiveness performance indicators has been lacking.

The project was therefore undertaken with the following objectives:

* to review current practice and literature in relation to graduate and student destination surveys;
* to design and develop a survey instrument;
* to pilot the instrument and explore the sample data;
* to provide the instrument with a guide to implementation and analysis procedures;
* to report on the developmental process.

2 DEFINITION OF SURVEY PARAMETERS

Individual State and Territory Technical and Further Education organisations have developed surveys of TAFE graduate and/or student destination. These have predominantly been in the form of telephone or mailed questionnaires and vary considerably in the definition of terms and the focus of the evaluation. While some surveys have focused exclusively on destination, others have included elements such as the attrition rate, student satisfaction, employment derived income levels and other factors which may or may not relate to the effectiveness of the TAFE program in meeting student or industry/employment skill needs.

The initial intent of the study was to develop a graduate destination survey instrument. In order to define the limits of the instrument's design and to determine those areas of content most appropriate to all States and Territories, a correspondence with representatives from other TAFE organisations was established. This was undertaken by Ms Monica Siden, the project officer assigned to the task. Through both written and telephone communication, valuable input was obtained as to the experience gained from the conduct of similar surveys.

TAFE staff members in other States and Territories provided samples of questionnaires they used in surveys with, in many instances, reports of the outcomes

and commentary as to the strengths and weaknesses of the particular instruments provided. The collation of this information resulted in the circulation of an issues paper identifying some of the elements which required resolution. The paper was circulated to all States and Territories.

2.1 ISSUES PAPER

The issues paper **(APPENDIX 1)** identified six major issues which were constructive in determining the direction of the research. In summary, these included the aims of the survey, the definition of the population, the frames of reference, method and problems of data collection, analysis and coding. At this point, the project officer was re-assigned and there was a delay in developmental work of some months.

A new project officer was recruited who then proceeded to develop the issues raised to determine the direction and parameters of the survey instrument. Thus, each issue was examined and adjustments made according to the information gained from questionnaires provided, a search of available literature and advice received from other State and Territory TAFE officers. There was some concern that the development of the instrument could be seen as a "catch-all" and consequently lost direction in the gathering of a range of meaningless data. The focus in the refinement of the aims and the parameters of the survey was concentrated on the need to generate data appropriate to the development of effectiveness indicators for TAFE organisations across State and Territory boundaries.

2.2 THE AIMS OF THE SURVEY

Four aims of the survey design were initially proposed in the issues paper. These were then explored and refined prior to the development of the instrument in conjunction with information provided from other State and Territories and under the auspices of the Steering Committee.

2.2.1 Determination of graduate success rates

Two factors are of import in this issue. The first relates to the definition of a "graduate" and the capacity of the systems to identify the population. Since it was seen largely as relating to the refinement of the population it is discussed in the next section.

The second component in this purpose relates to the determination of "success". The gathering of data only from students who successfully complete a course, subject or module, as was proposed, is likely to provide some considerable bias if the data is then to be used to derive indicators of effectiveness. Several responses to the issues paper suggested that such definition would preclude the gathering of any data on withdrawals unless they were defined as a separate population to be surveyed.

As a consequence of research on this issue, the parameter of the survey was changed from targeting those students who were successful, to all those enrolled. Shifting the target this way eliminates the research bias of having a population which may be seen to have a predisposition to a favourable view of a program because they have been successful in it. Thus, the survey was not to be a "graduate" destination survey but a "student" destination survey.

2.2.2 Evaluation and validation of course content

Information on the relevance of course content in relation to the student's purpose in studying at TAFE was regarded as providing data to assist in the evaluation and validation of courses, subjects and modules. This area has some difficulties in that by specifying the content of courses, the statement prohibits wider application. This is overcome if the study undertaken in TAFE is regarded as a program which may comprise a course composed of many subjects, a single subject short course, a single subject standing alone or a module. The emphasis then is on determining why students have enrolled and whether their purposes have been or are being met. This is actually a measure of student satisfaction rather than a course validation.

A companion survey of both students and employers, would need to be developed to establish this measure and properly determine the degree to which the content of TAFE programs is valid in relation to other market information such as industry need and government policy; however, essential data on the effectiveness of TAFE in meeting students' needs can be obtained from the instrument developed. The aim of this survey is therefore confined to the evaluation and validation of program content in meeting students' needs.

2.2.3 Monitoring of attrition rates

Attrition rates relate to a rather different contextual focus for survey questionnaires than do those designed for the purpose of gathering information on student destination. Components of attrition measures have been included in the survey but are focused more on assessing the degree of satisfaction of the student with the program offered and some elements personally affecting individuals rather than providing an exhaustive list of reasons for withdrawal.

The experience of others has been that using a cohort approach, including both completions and non-completions in the survey, can increase the non-response rate because of out-dated addresses and other distribution difficulties. The decision to include both completions and non-completions has been taken to accommodate several requirements of the survey instrument including that both course and subject completions should be surveyed.

Students mostly enrol in subjects which comprise part of a course. They may not however, have any intention of completing the course even if they complete the current subjects in which they are enrolled. This information is integral to determining student purpose and necessary to program evaluation and planning.

Secondly, while withdrawals could be eliminated from the survey population, and users are free to do so, this does provide a bias to effectiveness indicators which may be greater than the decrease in reliability of the survey due to a reduced response rate.

Assumptions are frequently made in TAFE that students withdraw from programs because their needs have been met. The evidence is predominantly based on observations from lecturers. To attempt to assess the effectiveness of TAFE programs in meeting student needs without including a mechanism to try to determine the extent of this influence would be to prejudice the outcomes from inception. It has therefore been considered that the potential reduced reliability of the survey is offset by the increase in validity of the data in including both completing and withdrawn students.

2.3 DEFINITION OF THE POPULATION

In November 1990, it was suggested that the title of the survey should be changed from "graduate" to "student" destination. Most State and Territories have difficulty in identifying graduates other than through application for award. Such limitation also precludes the opportunity to gain information about the population of students who do not complete an award course but still successfully obtain from TAFE their training requirements.

The instrument has been designed to enable TAFE institutions to use the questionnaire for a variety of populations determined by their specific need. The questionnaire may be used to survey all or a certain number of the enrollees from any given college or TAFE centre and applied to a specific course, subject, module or any combinations. An enrollee is defined for this purpose as any student who has enrolled in a program and attended one face-to-face lesson, returned one correspondence lesson or purchased an open learning package although they may have withdrawn before completion. The instrument will enable comparisons to be made across boundaries and time by relating the outcomes to degrees of effectiveness in meeting student purposes and, to some extent, in relation to identified industries and occupations.

2.4 FRAMES OF REFERENCE

Data collection necessary to the development of measures of the effectiveness in relation to student needs was the criterion of greatest relevance in the instrument development. The issues paper raised questions in relation to the purpose of the instrument design which also needed to be clarified. The determination of the

aims of a course is not possible from the viewpoint of only the students participating but requires a much broader population including employers, relevant industry groups, TAFE curriculum personnel – as would an evaluation of course content. The assessment in this survey is of the effectiveness in meeting students' needs and providing a range of other data relevant to the evaluation of program provision.

The information obtained from the use of this survey should have a number of applications. Effectiveness measures are required in reporting on TAFE operations, both internally and externally, and they provide invaluable decision-making input in strategic and operational planning. The potential uses and users of the survey data provided the essential frame of reference.

The second factor in the frames of reference was the flexibility needed of the instrument. To enable comparison between programs, institutions, State and Territory borders and time, the instrument has strived for "user friendliness" in all respects. This approach was included in the question design, the format, the production of the guidelines and the processing of the data.

2.5 DATA COLLECTION

2.5.1 Response mechanism

The instrument was designed as a direct mail questionnaire which can be used as a telephone survey. Both methods were trialled in the pilot.

2.5.2 Student addresses

A student destination rather than a graduate destination simplifies the obtaining of student addresses, in that many graduate records are manually maintained while most TAFE systems have computerised enrolment procedures. While these steps have been taken to reduce the difficulties in developing the survey population, it is not possible to cater for all contingencies if no computerised listing of students and their addresses is possible.

2.5.3 Student information error

It is acknowledged that there may be error in enrolment information; however, no alternative procedure is necessarily an improvement and since enrolment is the basic information component of all TAFE operations the survey will be aimed at enrolled students and not graduates. The actual derivation of student names and distribution of the questionnaire cannot be dictated by the questionnaire itself but is at the discretion of the researchers.

2.5.4 Pre-coding

Some colleges and TAFE systems prefer to pre-code questionnaires before distribution. This is possible by entering the necessary codes either on the institution code in question 5, the program information in question 7, whichever is appropriate, or colour coding the questionnaires.

In the pilot, the questionnaires were numbered only on return.

There is some danger of student error in not pre-coding the program information. However, entering specific individual information for each student, especially if that student is enrolled in more than one program and/or more than one institution during the year, is too arduous a task and would restrict the use of the survey unless there is access to a computer system which will automatically enter the information into a usable format in the analysis. Pre-coding provision therefore can be made but has not been built into the instrument.

2.6 CODING

2.6.1 Guidelines

The questionnaire does not include the coding details since it is intended that users may adapt some question areas to suit their purposes. A separate **Coding and Analysis Guide** has been developed to assist in ensuring flexibility while maintaining comparability and standardisation.

2.6.2 Industry and occupation codes

The Australian Standard Industry Classification (ASIC) and the *Australian Standard Classification of Occupations* (ASCO) produced by the Australian Bureau of Statistics have been used to code three questions. They have been limited to a two-digit code for industry and four for occupations which takes a little time to apply but needs an informed but not necessarily a trained processor. It was considered that at least a first level of industry and the second level of occupation, in relation to student purpose and programs undertaken, was important in determining the effectiveness of programs. Use of ASIC and ASCO is nationwide and copies are readily available to TAFE staff.

2.6.3 Coding sheets

The questionnaire has been designed to be as self-contained as possible so the responses are included on the instrument. A separate answer sheet would reduce the return postage and may be preferred by some users but was not produced for the current process because it would inhibit the potential to adapt the structure of the questionnaire to accommodate local needs.

2.6.4 Institution codes

Four-digit codes have been catered for in the identification of the TAFE college or centre. This will vary within each State and Territory and may require modification. Additionally, although the Higher Education surveys have actually coded all the universities for consistent data entry, this is not possible for TAFE. National coding is useful but tends to inhibit the use of the questionnaire if there are changes in title, number or location of the college or centre. This data interpretation will remain State and Territory specific but can be correlated using State-and-

Territory-generated institution lists if necessary.

2.6.5 Course and subject codes

Course codes containing four digits have been accommodated with an allowance of five digits for subject. These can be adjusted to suit requirements. At present most modules seem to be incorporated within course or subject codes. Some changes may be needed later if the matter of coded recording of module enrolment is reviewed.

Subject codes in Western Australia and some other State and Territories are five-digit numbers and have been appropriately accommodated. Again, adjustment is possible to facilitate State and Territory differences.

2.7 ANALYSIS

The primary determinants in selecting the analysis process were:

2.7.1 Simplicity

It was a priority that the instrument should be able to be used to assess almost any definable group of students in relation to either one program or a group of programs across any sized institution or collection of TAFE institutions by TAFE staff who may or may not be trained researchers. The data are therefore designed to provide useful information from such simple statistical analyses as frequencies, crosstabs and correlations. Alternatively, there is ample provision for more sophisticated analyses if desired.

2.7.2 Accessibility

TAFE staff in smaller TAFE colleges and centres may not have access to a mainframe computer or the capacity to run especially designed statistical analysis packages. The original concept of writing a special program was discarded in favour of the use of any statistical package that will provide the analyses necessary.

The pilot survey data was entered using Wordperfect 5.1 and a landscape page size for the original 122 columns. (NOTE: As a result of the information obtained from the pilot, the 122 columns have changed to 117 columns in the coding guide.) The data list, variables and values were also entered in Wordperfect in a separate file. All were converted to ASCII and the data were analysed using the Statistical Package for the Social Sciences (SPSS) PC version. This has the added advantage that the analysed data in tabular or column form can be written back to Wordperfect and incorporated in reports, documents and other files.

3 REFINEMENT OF QUESTIONS

The refinement of the questions in developing the first draft of the questionnaire was dependent on the input from other TAFE questionnaires, some reviews of literature, the Steering Committee members who critiqued the first efforts, the issues paper and subsequent comment from TAFE staff in other States and Territories and personal observation.

3.1 MULTIPLE INSTITUTIONS

This aspect may not be needed by all users of the questionnaire. The project officer, however, had previously researched the enrolment distribution of full-time students in TAFE Western Australia. In this survey it was apparent that some students enrol in more than one college at the same time. This may be due to all subjects wanted not being available in the same college or because there has been an option to undertake some external studies through the TAFE External Studies College concurrently with lecture attendance in at least one other subject. Provision has therefore been made for enrolment in more than one college or centre.

3.2 MULTIPLE PROGRAMS

The survey instrument applies to programs of study undertaken in the previous year. There is an assumption made in all other questionnaires examined, that students only enrol in one program in any one year. That this assumption is falsely based was apparent from previous experience and was supported by both trials of the instrument. Space and coding has been provided for students to identify two programs of study. Evaluation of the data gathered may indicate, in the future, that this is insufficient, particularly if modularisation continues at its present rate and allowance may need to be made for the recording of more programs which have been studied within the one year.

3.3 PERSONAL INFORMATION

The issues paper suggested that gender and age information have traditionally been collected for equity and labour market purposes and perhaps were not relevant to destination. However, employment status, study purposes, program types and other characteristics of the student population are directly connected with age, gender, ethnicity and language background. By incorporating data on student characteristics, the survey provides more valuable information for determining effectiveness and for planning.

3.4 QUESTION FORMAT

Qualitative information requires considerable interpretation in coding and reduces the consistency. Only questions pertaining to the industry of employers and the respondent's occupation are open ended. Every effort was made to

ensure that qualitative information was used to clarify and support coded data rather than stand alone.

4. METHODOLOGY

4.1 CONTENT AND QUESTION FORMAT VALIDITY

4.1.1 Draft questionnaire 1

A draft questionnaire (**APPENDIX 2**) was designed using the previous information as a basis for question formulation. To ensure that the format was appropriate and that the questions were unambiguous, the instrument was trialled with four classes of students in two TAFE colleges. Most of the students were continuing programs commenced in 1990. The initial pilot was carried out this way because it enabled the researcher to observe students filling out the responses, to identify where clarification was required and to talk to students about the question style and content.

4.1.2 Format and content validity

The first two classes were at Midland College of TAFE. One group, visited in the morning, was a class of exclusively male Stage 2 Automotive Mechanics apprentices on day release. The second group were full-time students studying the Advanced Certificate in Computer Studies. The group was composed of both males and females who were mostly of mature age.

The third and fourth groups were located at Bentley College of TAFE. Group three comprised students studying an Associate Diploma of Fashion Design full-time. Some of these students were also full-time or part-time workers and both sexes were represented. The fourth group was a part-time evening class in a horticulture subject and included a wide range of ages, employment status and study orientations.

4.1.3 Outcomes

The questionnaire was trialled with 54 students in these individual groups. Responses to the questions were evaluated to determine ambiguities, confusions and where there was potential for data error. Additionally, the questionnaire was discussed with the students to determine attitudes to the question forms. The students involved in this evaluation provided invaluable feedback.

The outcomes of the testing resulted in considerable revamping of the questionnaire as can be seen from a comparison of the original and the second draft version. Areas of difficulty included:

* the inability of some students to differentiate between courses and subjects. This led to considerable misinformation since questions relating to enrolment, completions and current enrolment were

consequently affected;

* confusion between incomplete courses and incomplete subjects due to the question design. This also did not accommodate those students who had completed or intended to complete all courses and subjects in which they had been enrolled last year;

* the separation of industry, occupation and tasks was not clear;

* the proximity to one another of the two questions concerning employment last year and current employment caused confusion;

* the question relating to place of birth did not provide the information sought, in that it did not identify special community groups for whom TAFE needs to cater. The questions have been rewritten to be shorter and provide more precise information;

* the question on current enrolment needed clarification;

* lack of means by which to identify respondents to eliminate or institute follow-up procedures while concurrently maintaining the capacity to assure respondents of their anonymity was a problem.

The physical structure of the questionnaire also required considerable thought at this point. It was apparent that single pages stapled together were going to create difficulties for respondents in that they were cumbersome, expensive, bulky and tended to come apart - which would make coding next to impossible.

4.2 PILOT OF THE QUESTIONNAIRE

The questionnaire was redeveloped and reconstructed. Copies were distributed to TAFE representatives in all State and Territories of Australia and to members of the Steering Committee for comment. The Steering Committee approved the revised version and there was no feedback from any other State or Territory. Procedures were put in motion to conduct the pilot.

4.2.1 Sample selection

A random sample of 500 enrolled students who were enrolled in programs other than Community Adult Education in TAFE Western Australia in 1990 was identified. An enrolled student is one who has enrolled and attended one class, returned one lesson or paid the required fee without recoup and includes those who may have formally or informally withdrawn prior to the completion of the subject, module or course. The initial sample included the following distribution across streams:

Professional	3
Para-professional	246

Basic Trade	62
Post-trade	13
Other Skilled Areas	118
Preparatory	58
TOTAL:	500

The Student Data System provided a list of the names, addresses and telephone numbers of students and corresponding printed labels for mailing. Thirty of the names identified were unsuitable for use in the survey because they contained too little information on the addresses or they were international addresses and the time-frame did not permit their inclusion. A further 40 names were selected for withholding for telephone survey rather than survey by mail. Since the intent was to test the instrument and not primarily to conduct a survey, the calls were restricted to those which were local and not STD nor ISD to conserve time in call connection and resources.

4.2.2 Document preparation

* The questionnaire was rearranged into a double column, small print format involving 40 separate questions which were predominantly multiple choice responses **(APPENDIX 3)**. Where descriptors were required they were confined to responses which have a formal standardisation process as in "occupation" or were used to clarify another response.

* The TAFE External Studies College reproduced 450 copies of the questionnaire, printed double-sided on clear yellow coloured A3 paper folded to form an A4-sized, centre-stapled booklet.

* A letter requesting the assistance of students was drafted and photocopied onto TAFE letterhead **(APPENDIX 4)**. A date for the return of the response was specified.

* Arrangements were made to use the "Freepost" envelopes of the Curriculum Research Section so that responses could be mailed back at no cost to the student.

* All three documents were folded into an envelope, the student address labels were attached and all were mailed out.

4.2.3 Responses

The first rate of response was low at approximately 18% return on the 430 mailed questionnaires. The term "approximately" is used because a trickle of responses was continuing to come in. After the conclusion of the two weeks response period, a decision was made to send a follow-up letter. The project officer this time wrote a personalised letter which was individually addressed to each recipient through a mail merge system and hand signed **(APPENDIX 5)**. The provision of personal identification on

the questionnaire was optional so it was not possible to determine all those who had already responded. Those who could be identified were eliminated and all other students in the sample were sent a reminder letter. A contact enquiries telephone number was also included in this letter.

The response rate improved to 140 representing 33% of the mailed questionnaires. A number of students telephoned to discuss the survey, parents rang to apologise for having thrown out their child's questionnaire and there appeared to be a more personal commitment from students to the extent that many wrote personal comments on the questionnaires explaining their late return or qualifying answers.

Twenty-three telephone interviews were conducted from the sample of 40 selected at random. The 163 total responses received by the 470 sampled through both the mail and telephone sampling, comprises a statistically viable 35% response rate for analysis purposes.

Of the mailed questionnaires, 18 were "returned to sender". If these are deducted from the sample of 470, the response rate improves to 36%. Deduction of the 17 unanswered phone calls further increases the response rate to 37.5%. However, deducting the returned mailed questionnaires and/or the unanswered phone calls from the sample in determining the response rate is a valid statistical manipulation but its value is debatable. It is not possible to determine how many letters actually were not delivered since the returns result only when someone other than the intended recipient has taken the trouble to cross out the original address and "repost" the letter. In this trial, several of the reminder letters were returned although the first letter containing the questionnaire had not been. Deletion of unanswered telephone calls leads to the need to evaluate the timing of phone calls and the debate as to whether calls answered by other than the student constitute a deletion or not. Such issues are certainly open to evaluation but the intention of the design of this questionnaire is to enable its use to be as simple as possible and for this reason, the response rate was determined using the responses received from those enrolled students designated as the survey sample.

4.2.4 Recording of returns

Each return was manually numbered and filed on its receipt but no attempt was made to correlate it with student names or identification numbers. This can be done if questionnaires are pre-coded with student or record numbers but there is a risk of some loss of confidentiality. The advantages of coding with return numbers is that responses can be assessed for follow up purposes and for gauging any distribution bias. It is, however, not recommended that pre-coding is used to identify students unless an anonymous and very discreet technique is used as the threatened loss of confidentiality may destroy the credibility of the

system and seriously affect response rates.

4.2.5 Coding of returns

To establish a coding design, a master copy was made with codes being handwritten in. Additionally, each return was checked and the free selection codes were handwritten on it. These related to the insertion of ASCO codes for occupation, TAFE college or centre institution codes, course, subject and module codes and ASIC codes for the industry of the employer. College and centre codes were obtained from hard-copy printouts of TAFE locations and course codes and subject index numbers derived from TAFE booklets.

The coding of the questionnaires in this way is somewhat time-consuming but does not require a high level of expertise. Should the organisation have a scanning device available, it may be appropriate for the questionnaire to be adapted to use a separate answer sheet. This would not, however, resolve the difficulty of multiple possibilities in each of the free selection coding areas. College and course codes entries will be reduced if a specific location or program is under review.

4.2.6 Data entry

All the resultant coded data were numeric and was entered into a file in Wordperfect 5.1 **(APPENDIX 6)**. Because of the number of columns, it was necessary to use the page sideways *landscape* in *Courier* 16cpi font. If these attributes are not available, it is possible to enter the data in more than one line. When there is an automatic wordwrap, it is useful to insert a space where a break is logical to maintain consistency. This space must be accommodated in the column allowance. Each line of data entry for a single case must begin from column number 1. Once the data has been entered, the data file, variable list and value labels can be created **(APPENDIX 7)**. Again, these can be entered using Wordperfect 5.1. If there is more than one line to each case, the data file must have a back slash prior to the title of the first entry on each line.

Most wordprocessing packages can be used for the data entry. The criterion is that conversion to an ASCII file is available. In Wordperfect, this is a simple procedure using a "Convert" program.

4.2.7 Analysis tools and accessibility

The SPSS PC package was selected deliberately in that it is most likely to be readily accessible to TAFE staff. It is more than sufficiently powerful to undertake all the analysis required and yet is "user friendly". The tools for coding and analysis however, are not prescriptive. The objective of this questionnaire design is that specifics such as college codes, use with course or other programs and information processing should all be as flexible as possible to accommodate differing State, Territory, institution and program needs. What remain consistent are the

question structure and the comparisons and evaluation possible within the questionnaire itself. These enable the comparison of like information across many boundaries and the development of a range of effectiveness indicators. Thus, any appropriate and available computerised statistical package is acceptable providing that it will generate the required statistical analyses.

The analyses used to illustrate the potential information obtainable was approached from the viewpoint that it should be simple, accessible and have the capacity to provide useful data for reporting and for improving the provision and management of TAFE programs. To ensure that the techniques required to gather and process the necessary data from the survey were within the capabilities of ordinary TAFE staff members with access to the statistical package and a little advice, the project officer carried out the data collation and the analysis using the SPSS PC package for the first time, with the assistance of the research co-ordinator.

4.2.8 Data Analysis

Frequencies: A frequency count was run on all items as a cross check on the accuracy of the data input and of the insertion of the data list, variables and values. A number of errors were found in all aspects and corrections made. Other uses of frequency counts include exploring the frequency of programs or subjects dropped or completed, postcode association with institution, program or industry, transport types for use in planning or improving facilities at a college and completion rates. Frequencies can provide sound performance indications over time by comparison of data collected on the same element at different periods.

Figure 1: Example of frequency generated from survey

PURPOSE IN ENROLLING IN TAFE

	Frequency	Percent	Valid Percent	Cum Percent
GAIN EMPLOYMENT	29	17.8	17.8	17.8
EMPLOYMENT CONDITION	20	12.3	12.3	30.1
GAIN PROMOTION	24	14.7	14.7	44.8
CHANGE EMPLOYMENT	17	10.4	10.4	55.2
IMPROVE SKILLS	27	16.6	16.6	71.8
RECREATION	16	9.8	9.8	81.6
ENTER OTHER TAFE	5	3.1	3.1	84.7
ENTER UNIVERSITY	9	5.5	5.5	90.2
SOCIAL SKILLS	16	9.8	9.8	100.0

Valid Cases 163 Missing Cases 0

Crosstabulations: Crosstabulations provide information on the joint distribution of two or more variables. The variations available from the data obtained from the questionnaire may be configured to suit the purpose. In the example given from the pilot survey conducted, the purpose for which students enrolled in TAFE programs is aligned with their response to whether the program met their purpose. The statistics provide both the raw numbers and the percentage in each cell. It can be seen that, in this survey, a random selection from all CRF funded programs, some 78.5% of students felt that the program had met their purpose or enabled them to do so.

Figure 2: Example of crosstabulation using pilot survey data

PURPOSE IN ENROLLING BY PURPOSE ACHIEVEMENT

Count / PURPOSE2–> / Exp Val	NO RESPONSE 0	YES 1	NO 2	Row Total
PURPOSE				
1 GAIN EMPLOYMENT	1 2.3	20 22.8	8 3.9	29 17.8%
2 EMPLOYMENT CONDI	0 1.6	19 15.7	1 2.7	20 12.3%
3 GAIN PROMOTION	1 1.9	21 18.8	2 3.2	24 14.7%
4 CHANGE EMPLOYMEN	2 1.4	11 13.3	4 2.3	17 10.4%
5 IMPROVE SKILLS	3 2.2	20 21.2	4 3.6	27 16.6%
6 RECREATION	4 1.3	12 12.6	0 2.2	16 9.8%
7 ENTER OTHER TAFE	0 .4	4 3.9	1 .7	5 3.1%
8 ENTER UNIVERSITY	1 .7	8 7.1	0 1.2	9 5.5%
9 SOCIAL SKILLS	1 1.3	13 12.6	2 2.2	16 9.8%
Column Total	13 8.0%	128 78.5%	22 13.5%	163 100.0%

Number of missing observations = 0

Considerable information may be gained from the relationship of question responses to one another and SPSS PC has the capability of comparing three elements simultaneously in crosstabs. The crosstab of "purpose" with "purpose achieved" and "current course enrolment" would further enhance the information on destination in terms of continuing or further education. In this survey, a significant 5.5% of the students identified that they were in TAFE programs to gain access to university courses and had achieved their purpose. Further evidence could be obtained by looking at "current enrolment" information as a third crosstabulation with "purpose" desired and achieved. Of the total, 17.8% perceived TAFE as a means to gaining employment and further investigation of this feature such as which courses, full-time to part-time study, colleges and age would be significant factors to explore in the relationship for effectiveness indicators and for future planning.

Correlations: A variety of correlations is available and in the sample analysis the Pearson *r* product-moment correlation coefficient has been used to provide an example of statistical relationships.

Figure 3: Correlation of course types with purpose, employment and occupation

	COURSE 1	COURSE 2
PURPOSE	.3777	−.0930
EMPLOYMENT 1	.0007	.0502
OCCUPATION	−.1545	−.0755

N of cases: 116 −.01 −.001

In this example, there is very little correlation between any of the items. A perfect correlation would be a positive 1.00 and statistically it is used to evaluate the degree to which changes in one variable affect another. In the above illustration, there is very little correlation since the largest degree of relationship is the 0.3777 between purpose and course 1. The negative values indicate that the variables react in the opposite direction, that is, that if the first variable rises, the other is likely to fall. In this case the correlation is very small. Correlations are useful in planning terms as predictors.

The above are used only to indicate the possibilities in the data manipulation. The questions used in the survey instrument have been developed on the basis that they will provide a range of information which can be evaluated to indicate the effectiveness of TAFE's programs in meeting student needs. A wealth of statistical tools is available on SPSS PC and whether the researcher uses the simple frequencies, crosstabs etc or enters the complexities of regression or ANOVA, the

questionnaire should provide ample evidence for assessment.

4.2.9 Outcomes

The data entry itself and the trial analyses were used to diagnose further problems in the questionnaire. A number of apparent difficulties were identified and addressed by the modification of the questionnaire to produce the final version **(APPENDIX 8)**. Anomalies in the questionnaire were:

* that the profile pattern on the printout of the data entered clearly showed that, in this sample, no respondent included three colleges or centres;

* no student studied more than two separate programs in the year;

* there was continued difficulty with students often not being aware of their enrolment in a course. For example, several apprentices stated that they were enrolled in the semester versions of the current subjects and ignored the Certificate of Trade Studies which was their ultimate objective and in which they were enrolled;

* similarly to the above, some apprentices were unable to appreciate that they received study support from their employer despite their being on day release or block release;

* the completion of courses and the application for awards needed to be separated and better designed;

* details and coding of the new, current study program were not sufficiently useful to justify considerable additional effort to code them so they were used only to clarify the type of program.

4.2.10 Performance indicator development

Performance indicators (PI's) are now widely accepted in administrative practices. Cave, Hanney *et al* (1988, p17) cite that the definition of an indicator used in the OECD's Institutional Management in Higher Education Programme is "*a numerical value used to measure something which is difficult to quantify*." These numerical values may be derived in different ways and enable the assessment of both the qualitative and quantitative performance of a system. Cave, Hanney *et al* advocate discretion, however, in the interpretation of such indicators since they "*imply a point of reference, for example, a standard, an objective, an assessment or a comparator, and are therefore relative rather than absolute in character.*"

Lacking absolutes, the indirect measurement forms used in performance indicators are vulnerable to differences in interpretation. It is therefore, useful to ensure, as Sizer, cited by Cave, Hanney et al (1988,p30)

suggests, that a whole range of PI's should be considered when establishing indicators for research, teaching and central services. Dr Roy Gilbert at a workshop conducted for the Public Service Board in Western Australia (1987, p2) said *"It is useful to measure performance by using the phrase - the extent to which ... in that the indicators are usually interdependent rather than mutually exclusive"*. The questionnaire therefore, provides the basis for the development of a number of related items indicating the extent to which elements are achieved or effective. Reliable measures of effectiveness however, are much more difficult to establish, rarely absolute and far more subjective than efficiency measures. It is important that the results of the survey are standardised through using a consistent format and statistical process.

In a report to the Australian Conference of TAFE Directors (1988, p3), the TAFE Performance Indicator Planning Group, a national body composed of TAFE nominees from each State and Territory, declared that, with regard to student destinations:

> *it was recognised that data needed to be gathered on what are the employment and further education outcomes of TAFE graduates, of those students who complete subjects, of a group of subjects and not a full course, and of those students who drop out of subjects or courses.*

5 CONCLUSION

The survey instrument has moved from the concept of graduates but otherwise absorbed the issues raised in the above statement. Further, given specification of the statistical process and variables, the information is comparable across boundaries and time. However, it would be erroneous to make decisions about programs on the assumptions arising from any one aspect of the questionnaire and a range of relationships of the information should be developed to provide a well rounded viewpoint and a battery of performance indicators on effectiveness. Such information should then be interpreted and evaluated in the light of other factors such as efficiency and work load indicators.

6 RECOMMENDATIONS

6.1 TAFE institutions should adapt the questionnaire to accommodate their own coding requirements but should not alter the format, number or structure of the questions. It is also suggested that the questionnaire should be separately printed on coloured A3 paper folded to form an A4-sized booklet.

6.2 That the instrument can be used to evaluate and gather data on a TAFE program, institution, study area or whole of population basis as required but should use all students enrolled (as defined in 2.3 and including those who have withdrawn formally or by default) in the specified area of review.

6.3 That the coding patterns should be adhered to, to ensure consistency of result.

6.4 That those using the questionnaire should maintain a register of results so that the statistics are available for comparison and may choose whether to provide a report to respondents.

6.5 That the survey should be undertaken from May to July of the year following the year to be surveyed.

6.6 That the letter accompanying the questionnaire should be personally addressed to each student and include a contact name and telephone number for enquiries.

6.7 Respondent anonymity is essential and must be preserved.

ACKNOWLEDGMENTS

This project has had a chequered career since its commencement, with the involvement of two project officers at different and widely spaced times. Many people have provided support for the project through their information and advice and it is difficult to be sure of omitting no one. Thank you all.

Especial acknowledgment of the assistance of:

Ms Angie Dominish	Research Co-ordinator, Department of TAFE, WA
Mr Lawson Savery	Associate Professor, Curtin University of Technology
Mr Tom Lyons	Director, Curriculum Integration, Department of TAFE WA
Mr Nic Gara	Assistant Director, Academic Services, South-East Metropolitan College of TAFE WA
Mr Peter Thomson & Mr Geoff Hayton	TAFE National Centre for Research and Development
Ms Monica Siden	Small Business Management Unit, North Metropolitan College of TAFE WA
Staff of the Department of TAFE, WA	Bentley Campus, South-East Metropolitan College of TAFE Midlands Regional College of TAFE
Students of TAFE WA	Fashion and Horticulture Studies, Bentley Campus, SEMC Automotive Mechanics and Computing Studies, Midlands Regional College Respondents to the survey questionnaire

Representatives from: Department of Technical and Further Education, NSW
ACT Institute of Technical and Further Education
Launceston College of TAFE, Tas.
Alice Springs College of TAFE
Department of Employment, Vocational Education and Training, Q
State Training Board, Vic.
Department of Employment and TAFE, SA
Batchelor College, NT
William Angus College, Vic.

REFERENCES

CAVE, Martin, HANNEY, Stephen, KOGAN, Maurice, TREVETT, Gillian. *The use of performance indicators in higher education - a critical analysis of developing practice.* Jessica Kingsley Publishers Ltd, London. 1988.

GILBERT, Roy; *Workshop on building and establishing performance measures.* Notes by Elizabeth Tuettemann, Corporate Services Division, Public Service Board. May 19 - 20. 1987.

TAFE Performance Indicator Planning Group. *National performance indicators for TAFE: proceedings of the second workshop of the TAFE Performance Indicator Group.* 1988.

BIBLIOGRAPHY

Australian Bureau of Statistics; *Australian standard industry classifications.* AGPS, Canberra. 1983.

Australian Bureau of Statistics; *Australian standard classification of occupations.* AGPS, Canberra. 1983.

Department of Employment and Training; *Occupation assessments including labour market forecast for 1991.* Govt Pr, Perth. 1989.

Deschamp P & Tognolini J; *Questionnaire design and analysis.* Education Department of Western Australia, Perth. 1983.

Hayton G, Neylon K, Inglis A and Hayes M; *Integrating quality concepts into TAFE courses.* TAFE National Centre for Research and Development, Adelaide. 1989.

Mishler C & Perry J; *Student satisfaction survey report.* Fox Valley Technical College, Wisconsin. 1990.

Morris R & Carey C; *The key to employment - a survey of graduates.* ACT Institute of TAFE, Canberra. 1988.

Morris R & Carey C; *The key to employment - a survey of graduates.* ACT Institute of TAFE, Canberra. 1989.

Morris R; *The key to employment - Bruce Campus, associate diplomas and certificates.* ACT Institute of TAFE, Canberra. 1986.

Perry J; *Graduate placement report.* Fox Valley Technical College, Wisconsin. 1988-89.

Thomson C; *Client satisfaction: monitoring quality.* Coombe Lodge Special Report, 20 (12). Bristol, Eng. 1988.

SURVEY INSTRUMENTS

Employment information - School of Commerce/Secretarial Studies. Launceston College of TAFE, Tas. 1989.

Graduate destination survey. Technical Education Division, Education Department of WA, 1987-1988.

Graduate survey for the ACT Institute of Technical and Further Education. 1987 & 1988.

Knowles, G. *Ex-students' destinations and satisfaction with TAFE for the 1988 performance indicators collection.* NSW Department of TAFE.

Lawrence, P. *Pilot graduate destination.* Department of Employment, Vocational Education and Training, Q, 1989.

Morris, P. *Survey of graduate employment, further study and other activity 1989.* Department of Employment, Vocational Education and Training, Q.

Survey of completing students - Associate Diploma of Business (Hospitality Management) and survey of ex-apprentices in cookery. Alice Springs College of TAFE, N T.

Survey of graduates from the TAFE School of Business and Administration. Department of Technical and Further Education, NSW, 1988.

Survey of graduate, diplomate employment, further study or other activity, 1989. Graduate Careers Council of Australia, 1989.

Survey of past students 1983 - Diploma of Fashion Design and Production. Gordon Technical College, Geelong, Vic.

TAFE course completions 1981-1990. Department of Employment and Training, WA, 1989.

1985 TAFE graduates in 1986 - preliminary report of a survey of the employment and other activity of TAFE certificate level students who completed studies in 1985. Graduate Careers Council of Australia for the Victorian TAFE Board.

1 INTRODUCTION

It is intended that the survey instrument should be as flexible as possible to meet a range of evaluation needs for effectiveness indicators. Consequently it has been designed so that TAFE institutions may adapt the questionnaire to suit their purpose and code it accordingly. Coding undertaken during the pilot was exclusively numeric and the analysis was tested using the SPSSPC package. Codes and comments in italics are not included in the questionnaire.

2 RECOMMENDATIONS FOR QUESTIONNAIRE REPRODUCTION AND ADMINISTRATION

2.1 TAFE institutions should adapt the questionnaire to accommodate their own coding requirements but should not alter the format, number or structure of the questions. It is suggested that the questionnaire be reproduced on coloured A3-double sided and folded to form an A4-sized booklet.

2.2 That the instrument be used to evaluate and gather data on a TAFE program, institution, study area or whole of population basis as required. Administration should be to all students enrolled in the survey field - that is, all those who have completed the enrolment procedure and attended one class, submitted one lesson if a correspondence student or purchased the open learning package as appropriate and including those who may have subsequently withdrawn.

2.3 That the coding patterns should be adhered to, to ensure consistency of result.

2.4 That those using the questionnaire should maintain a register of results so that the statistics are available for comparison.

2.5 That the survey should be undertaken from May to July of the year following the year to be surveyed.

2.6 That the letter accompanying the questionnaire should be personally addressed to each student and include a contact name and number for enquiries. Respondent anonymity is essential and should be quaranteed in the letter and preserved in all data collation and analysis. A sample letter is included in Appendix 1.

3 CODING OF THE QUESTIONNAIRE

Respondent record:

CODE Columns 1-3 *Respondent number.* *(Columns as required.)*
CODE Column 4 *1 = mailed response* *(Only if alternatives used.)*
2 = telephone survey

ABOUT YOUR TAFE ENROLMENT LAST YEAR

3.1 What BEST describes your purpose in enrolling in TAFE last year? ***(Tick the boxes of the most appropriate answers.)***

I enrolled in TAFE to:	CODE
No response	*0*
Gain employment	*1*
Fulfil conditions of employment	*2*
Gain promotional opportunities	*3*
Change employment	*4*
Improve skills used in present job	*5*
Gain recreation/hobby skills	*6*
Gain entry to further TAFE courses	*7*
Gain entry to University	*8*
Improve personal/social skills	*9*

Column 5

This question is used to provide a basis for course/employment relations and effect of course on employment change.

3.2 What was your employment situation LAST YEAR when you enrolled in TAFE?

	CODE
No response	*0*
Employed part-time and not seeking full-time work	*1*
Employed part-time and seeking full-time work	*2*
Employed full-time	*3*
Self-employed	*4*
OR	
Unemployed/ not seeking work	*5*
Unemployed/ seeking work	*6*

Column 6

Correlated with questions on study support, course, current employment to identify student category, purpose, direction.

3.3 What was your occupation? ***(Write title e.g. apprentice hairdresser.)***

_____

Columns 7 - 10

CODE *Assign four-digit code from Australian Standard Classification of Occupations (ASCO).*

3.4 Did you receive study support from any of the following while you were undertaking your TAFE studies last year? NOTE: *Support includes your employer-paid time for TAFE classes or exams, payment of fees, living allowances and any other assistance, from government or private sources. (Tick ONE box.)*

	CODE
No response	*0*
None	*1*
Austudy	*2*
Cadetship	*3*
Scholarship	*4*
Traineeship	*5*
Apprenticeship	*6*
Employer (Non-apprentice, cadet, or trainee)	*7*
Other	*8*

Column 11

Useful data for identifying characteristics affecting student success.

Note: use "Other" if significant or to assign to Nos 1-7.

3.5 In which TAFE college/s or centre/s were you enrolled last year? (*Please list all.*)

INSTITUTION NAME **CODE** (*if known*)

_____ ⌊_⌊_⌊_⌊_⌋ **Columns 12 - 15**

_____ ⌊_⌊_⌊_⌊_⌋ **Columns 16 - 19**

College or centre codes are State specific and dependent on the location in which the survey is conducted. The questionnaire may be adapted to accommodate any number of institutions and digits as required and these changes reflected in the number of columns occupied by this data.

3.6 In which type of course or program were you enrolled at TAFE last year. *(Tick more than one if necessary.)*

	CODE
No response	*0*
A: AWARD COURSES:	
Certificate	*1*
Advanced Certificate	*2*
Associate Diploma	*3*
Diploma	*4*
B: NON-AWARD SHORT COURSES:	
Short, intensive, non-award course	*5*
C: MODULE OR SINGLE SUBJECT:	
Use only if module/s or subject/s are not part of a course	*6*

Column 20
Column 21

Provision for 2 programs/ courses. Adjust as required.

3.7 Please name and give the code number (*if you know it*) of all the TAFE programs as listed in Question 6, in which you were enrolled last year *e.g. Certificate Trade Studies; Short Vocational Course in Wordperfect 5.1.*

TITLE (Courses, short courses or modules/subjects)	CODE	
_____	⌊_⌊_⌊_⌊_⌋	**Columns 22 - 25**
_____	⌊_⌊_⌊_⌊_⌋	**Columns 26 - 29**

Provision for 2 program/course titles. Adapt as required.

3.8 What was your study program in each semester or six months last year?

	CODES Sem1	Sem2	
No response	*0*	*0*	
Full-time (15+hrs per week)	*1*	*1*	**Column 30** *Semester 1 (0-4)*
Part-time (less than 15 hrs per week)	*2*	*2*	
Block/sandwich	*3*	*3*	**Column 31** *Semester 2 (0-4)*
Short intensive	*4*	*4*	

3.9 What was your main mode of study?

	CODES Sem1	Sem2	
No response	*0*	*0*	**Column 32** *Semester 1 (0-4)*
Lectures/face to face tuition	*1*	*1*	
Open Learning	*2*	*2*	**Column 33** *Semester 2 (0-4)*
External/correspondence	*3*	*3*	
Any combination of the above	*4*	*4*	

3.10 Did you complete the study program you listed in Questions 6 & 7? (*This refers to whole course completions e.g. certificates, diplomas etc., or short courses, modules or single subjects which are not included in an award course.*)

	CODES	
No response	*0*	
Did not complete any programs	*1*	**Column 34**
Completed one or more but **NOT ALL**	*2*	
Completed ALL programs enrolled	*3*	
If you completed an award course, did you apply for the award?		**Column 35**
Yes	*1*	*Leave blank if no*
No	*2*	*award course.*

3.11 Which program of those in Questions 6 & 7, did you complete?

TITLE	CODE	
_____	⌊_⌊_⌊_⌊_⌋	Columns 36 - 39
_____	⌊_⌊_⌊_⌊_⌋	Columns 40 - 43

Course/module codes will vary from State to State. Adjust boxes and coding columns to accommodate.

3.12 Do you intend to complete the courses in which you were enrolled last year?

CODES	
No response 0	Column 44
I do not intend to complete any programs 1	
I will complete one or more but NOT ALL of my programs 2	
I will complete ALL my programs . . . 3	

3.13 When will you complete the courses in which you were enrolled last year and that you plan to finish?

CODES	
No response 0	
This year 1	Column 45
Next year 2	
Sometime after next year 3	

3.14 Which of the programs from Questions 6 & 7 do you not intend to complete?

PROGRAM TITLE	CODE	
_____	⌊_⌊_⌊_⌊_⌋	Columns 46 - 49
_____	⌊_⌊_⌊_⌊_⌋	Columns 50 - 53

Two programs provided for and columns for four digit codes but these can be adjusted to suit coding differences.

3.15 If you do not intend to complete all the COURSES/PROGRAMS for which you were enrolled last year, what are your main reasons for not doing so? (*Tick ALL that apply.*)

3.15.1 WORK	CODES	
No response	0	
I obtained employment	1	Column 54
I changed jobs and do not need the course	2	
I achieved the skills/knowledge that I needed	3	
I lost my job	4	

3.15.2 STUDY **CODES**

No response *0*
The teaching methods were unsatisfactory . . . . . *1* **Column 55**
The facilities/equipment were inadequate *2*
I could not pass the assessment/ assignments *3*
The subjects were not appropriate to my needs *4*
The course was too difficult *5*
I changed to another course *6*

3.15.3 PERSONAL

No response *0*
I had too little time for study . . . . . *1* **Column 56**
I moved away, the College/Centre is too far now *2*
My family/personal circumstances changed *3*
I have no one to mind my children . . . *4*
Health reasons *5*
I could not afford to continue . . . . . *6* *Use Specified "Other" to assign*
If other please specify . . . . . *7* *to Nos 1-7 or special category.*

3.16 In general, how would you rate the following aspects of your study program? (*Tick the appropriate box.*)

GOOD FAIR POOR

3.16.1 CONTENT

Organisation of the course . . . . . *1.....2.....3* **Column 57**
The range of subjects available . . . . . *1.....2.....3* **Column 58**
Up to date subject content . . . . . *1.....2.....3* **Column 59**
Balance of practical and theory . . . . . *1.....2.....3* **Column 60**

3.16.2 RESOURCES

Availability of equipment . . . . . *1.....2.....3* **Column 61**
Adequacy of facilities . . . . . *1.....2.....3* **Column 62**
Access to learning resources e.g.library material, copier, computer . . . . . *1.....2.....3* **Column 63**
Provision of services such as child care, recreation activities, counselling . . . . . *1.....2.....3* **Column 64**

3.17 Did you successfully complete all the SUBJECTS for which you were enrolled last year?

	CODE	
No response	*0*	
No	*1*	**Column 65**
Yes	*2*	

3.18 Which SUBJECTS did you start but NOT COMPLETE?

SUBJECT TITLE	SUBJECT INDEX NO.	
_____	⌊_⌊_⌊_⌊_⌊_⌋	**Columns 66 - 70**
_____	⌊_⌊_⌊_⌊_⌊_⌋	**Columns 71 - 75**
_____	⌊_⌊_⌊_⌊_⌊_⌋	**Columns 76 - 80**
_____	⌊_⌊_⌊_⌊_⌊_⌋	**Columns 81 - 85**

NOTE: Subject identification codes will vary between States and TAFE organisations. There is an allowance for five digits but this can be modified to suit requirements.

3.19 What were the main reasons that you did not complete the SUBJECTS listed in Q18? (*Tick one or more boxes.*)

WORK	**CODES**	
No response	*0*	
I obtained employment	*1*	**Column 86**
I changed jobs and no longer need the subject/s	*2*	
I achieved the skills/knowledge that I needed	*3*	
My work shifts changed and I could not attend	*4*	
I lost my job	*5*	
STUDY		
No response	*0*	
The teaching methods were unsatisfactory	*1*	**Column 87**
The facilities/equipment were inadequate	*2*	
I did not like the lecturer/other students	*3*	
The subject content was not what I expected	*4*	
I could not pass the assessment/assignments	*5*	
The class time was unsuitable	*6*	
PERSONAL		
No response	*0*	
I found study too difficult to fit into my life	*1*	**Column 88**
I moved away, the college/centre is too far now	*2*	
My family/personal circumstances changed	*3*	
I had no one to mind my children	*4*	*Use the "Other" if*
Health reasons	*5*	*significant or to assign*
If other please specify	*6*	*to other codes.*

ABOUT YOUR EMPLOYMENT

3.20 What is your employment situation now?

	CODES	
No response	*0*	
Employed part-time and not seeking full-time work	*1*	**Column 89**
Employed part-time and seeking full-time work	*2*	
Employed full-time	*3*	
Self-employed	*4*	
Unemployed/ not seeking work	*5*	
Unemployed/ seeking work	*6*	

3.21 What is the main business/industry of your employer or in which you are self-employed e.g. mining, law, medical practice, restaurant, automotive sales, plumbing, television servicing?

Columns 90 - 91

_____

Industry coding is the use of the first two digit codes of the Australian Standard Industry Classification (ASIC). This is simple and enables meaningful comparisons and correlations.

3.22 Have you changed your job or employer since completing your TAFE program last year?

	CODE	
No response	*0*	**Column 92**
Yes	*1*	
No	*2*	

3.23 What is your current job - e.g apprentice hairdresser, junior salesperson, receptionist, accountant, clerk, carpenter?

_____ **Columns 93 - 96**

Coding used is the four digit Australian Standard Classification of Occupations.

3.24 What are two of the main duties or things you do in your job?

_____ ***NOT CODED. Used only to confirm and clarify occupation information Q23.***

_____

3.25 Were your TAFE studies last year relevant to your current position?

	CODE	
No response	*0*	**Column 97**
Yes	*1*	
No	*2*	

3.26 Do you feel that your study program met the purposes you stated in Question 1?

	CODE	
No response	*0*	**Column 98**
Yes	*1*	
No	*2*	

YOUR CURRENT STUDY PROGRAM

3.27 In what study program are you or have you been enrolled this year? (*Tick only ONE.*)

	CODE	
No response	*0*	**Column 99**
None	*1*	

OR

Continuing previous enrolment only	*2*
Previous and new enrolment	*3*
Enrolled in a new program only	*4*

3.28 In which types of program are you or were you enrolled this year? (*Tick all answers that apply.*)

TAFE:	**CODES**	
No response	*0*	
Certificate	*1*	**Column 100**
Advanced Certificate	*2*	
Associate Diploma	*3*	**Column 101**
Diploma	*4*	
Short non-award course	*5*	*Provision for two TAFE programs. More or less can be added/deleted as required.*
Module or single subject, not for an award	*6*	
UNIVERSITY:		
No response	*0*	**Column 102**
Undergraduate Degree	*1*	*Provision for one university program.*
Post-graduate Degree	*2*	
Diploma	*3*	
Masters	*4*	*Use "Other" to assign to numbers or collate separately.*
If other please specify	*5*	

3.29 What is the title of the program or programs in which you are enrolled now?

COURSE/SUBJECT/ or MODULE TITLE

NOT CODED. This information is used to check the enrolment type for Q28.

3.30 Is this study program related to your current occupation?

	CODE	
No response	*0*	**Column 103**
Yes	*1*	
No	*2*	

ABOUT YOU

		CODE	
3.31 Gender	Male	*1*	**Column 104**
	Female	*2*	

3.32 What age were you on January 1 this year?

[ ] years **Columns 105 - 106**

Insert age as two digits. The 1 January is used to ensure comparison of age groupings consistently regardless of whether the survey is conducted early or late in the year.

3.33 What was your previous highest level of education before you enrolled in TAFE last year?

	CODES	
Below Year 10	*1*	**Column 107**
Completed Year 10	*2*	
Completed Year 11	*3*	*Leave blank for "No response".*
Completed Year 12	*4*	
Trade qualification	*5*	
Non-trade Certificate	*6*	
Advanced Certificate	*7*	
Associate Diploma or Diploma	*8*	
Bachelors' Degree	*9*	
If other please specify **(Please specify "Other")**	*0*	*Use identified Other" to assign to numbers or collate.*

3.34 Were you the holder of a student visa last year?

	CODE	
No response	*0*	**Column 108**
Yes	*1*	
No	*2*	

3.35 What was the postcode of your residential address last year?

Columns 109 - 112

└┴┴┴┘ *Code four digits as written.*

3.36 What was your main means of transport to the TAFE institution/s which you attended last year?

	CODE	
No response	*0*	**Column 113**
On foot	*1*	
Bicycle	*2*	
Public transport	*3*	
Private car, truck or motorcycle	*4*	
Not applicable (correspondence, etc.)	*5*	

3.37 Were you born in Australia?

	CODE	
No response	*0*	**Column 114**
Yes	*1*	
No	*2*	

3.38 Are you of Aboriginal or Torres Strait Islander descent?

	CODE	
No response	*0*	**Column 115**
Yes	*1*	
No	*2*	

3.39 Is English your first language?

	CODE	
No response	*0*	**Column 116**
Yes	*1*	
No	*2*	

3.40 Are you physically disabled?

	CODE	
No response	*0*	**Column 117**
Yes	*1*	
No	*2*	

4 DATA ENTRY

The trial analysis undertaken in the pilot used SPSS PC with data entered in Wordperfect 5.1 and converted to ASCII. There are two approaches to the data entry:

4.1 Single line for each case

This is the method used in the coding guide. To enter the data in Wordperfect this way it is necessary to select the landscape page size and use a small font. In this case Courier 16 cpi was used. This enables the use of consecutive columns to approximately 132 character width which is acceptable to SPSS.

4.2 Two lines for each case

If the page is left on the normal width, automatic wordwrap will create two lines of data for each case. This is perfectly acceptable but a space should be entered to cause a logical break at about column 61. This empty column should be reflected in the data list for SPSS by skipping the number and by entering a slash (/) immediately before the variable which starts the new line. SPSS PC also enables the use of Lotus 123 and other Spreadsheet programs for direct input.

5 ANALYSIS

The questionnaire provides a range of information appropriate to effective measures and for data gathering for program management improvement. The configurations of the data are left to the researcher in accordance with the purpose of the survey. Some examples of the data analysis, made with SPSS PC, are provided as indicators only of the potential.

5.1 Frequencies

A frequency count run on all items provides a check on the accuracy of the data input and of the insertion of the data list, variables and values. A number of errors were found in the trail data in this manner and corrections were made. Other uses of frequency counts include exploring the frequency of programs or subjects dropped or completed, postcode association with institution, program or industry, transport types for use in planning or improving facilities at a College and completion rates. Frequencies can provide sound performance indications over time by comparison of data collected on the same element at different periods.

Figure 1: Example of frequency generated from survey

PURPOSE IN ENROLLING IN TAFE

	Frequency	Percent	Valid Percent	Cum Percent
GAIN EMPLOYMENT	29	17.8	17.8	17.8
EMPLOYMENT CONDITION	20	12.3	12.3	30.1
GAIN PROMOTION	24	14.7	14.7	44.8
CHANGE EMPLOYMENT	17	10.4	10.4	55.2
IMPROVE SKILLS	27	16.6	16.6	71.8
RECREATION	16	9.8	9.8	81.6
ENTER OTHER TAFE	5	3.1	3.1	84.7
ENTER UNIVERSITY	9	5.5	5.5	90.2
SOCIAL SKILLS	16	9.8	9.8	100.0

Valid Cases 163 Missing Cases 0

5.2 Crosstabulations

Crosstabulations provide information on the joint distribution of two or more variables. The variations available from the data obtained from the questionnaire may be configured to suit the purpose. In the example given from the pilot survey conducted, the purpose for which students enrolled in TAFE programs is aligned with their response to whether the program met their purpose. The statistics provide both the raw numbers and the percentage in each cell. It can be seen that in this survey, a random selection from all CRF funded programs, some 78.5% of students felt that the program had met their purpose or enabled them to do so.

Figure 2: Example of crosstabulation using pilot survey data

PURPOSE IN ENROLLING BY PURPOSE ACHIEVEMENT

Count / PURPOSE2-> Exp Val	NO RESPONSE 0	YES 1	NO 2	Row Total
PURPOSE				
1 GAIN EMPLOYMENT	1 2.3	20 22.8	8 3.9	29 17.8%
2 EMPLOYMENT CONDI	0 1.6	19 15.7	1 2.7	20 12.3%
3 GAIN PROMOTION	1 1.9	21 18.8	2 3.2	24 14.7%
4 CHANGE EMPLOYMEN	2 1.4	11 13.3	4 2.3	17 10.4%
5 IMPROVE SKILLS	3 2.2	20 21.2	4 3.6	27 16.6%
6 RECREATION	4 1.3	12 12.6	0 2.2	16 9.8%
7 ENTER OTHER TAFE	0 .4	4 3.9	1 .7	5 3.1%
8 ENTER UNIVERSITY	1 .7	8 7.1	0 1.2	9 5.5%
9 SOCIAL SKILLS	1 1.3	13 12.6	2 2.2	16 9.8%
Column Total	13 8.0%	128 78.5%	22 13.5%	163 100.0%

Number of Missing Observations = 0

Considerable information may be gained from the relationship of question responses to one another and SPSS PC has the capability of comparing three elements simultaneously in crosstabs. The crosstab of "purpose" with "purpose achieved" and "current course enrolment" would further enhance the information on destination in terms of continuing or further education. In this survey, a significant 5.5% of the students identified that they were in TAFE programs to gain access to University courses and had achieved their purpose. Further evidence could be obtained by looking at "current enrolment" information as a third crosstabulation with "purpose" desired and achieved. Of the total, 17.8% perceived TAFE as a means to gaining employment and further investigation of this feature such as which courses, full-time to part-time study, colleges and age would be significant factors to explore in the relationship for effectiveness indicators and for future planning.

A wide variety of crosstabs will enable the development of a range of measures suitable for effectiveness performance indicators. They include such items as matching employment-past to employment-current, program achievement, satisfaction with program content and operations and other such data. These are not absolutes however, and should be considered in conjunction with other indicators and across time.

5.3 Correlations

A variety of correlations are available and in the sample analysis the Pearson *r* product-moment correlation coefficient has been used to provide an example of statistical relationships.

Figure 3: Correlation of course types with purpose, employment and occupation

	COURSE 1	COURSE 2
PURPOSE	.3777	−.0930
EMPLOYMENT 1	.0007	.0502
OCCUPATION	−.1545	−.0755

N of cases: 116 −.01 −.001

Figure 4: **Correlation of purpose, occupation and education**

	PURPOSE	OCCUPATION	EDUCATION
PURPOSE	1.0000	− .0908	.1190
OCCUPATION	−.0908	1.000	−.1515
EDUCATION	.1190	−.1515	1.0000

N of cases: 116 1-tailed Signif: * −.01 ** −.001

In the first example (Figure 3), there is very little correlation between any of the items. A perfect correlation occurs in the second example (Figure 4) when the item is correlated with itself to give a perfect and positive correlation. This indicates a complete effect of the item on its partner - itself. Statistically correlation is used to evaluate the degree to which changes in one variable affect another. In the Figure 3 illustration, there is very little correlation since the largest degree of relationship is the 0.3777 between purpose and course 1. The negative values indicate that the variables react in the opposite direction, that is, that if the first variable rises, the other is likely to fall. Correlations are useful in planning terms as predictors.

6 CONCLUSION

The questionnaire and the analysis has been designed to be as flexible as possible in terms of the parameters of the population and the enable individual input of institution and course, subject or module codes or names. It is necessary, however, that the recommendations as to the inclusion of withdrawals, the type of letter used and the coding of the responses should remain consistent so that comparisons can be made across programs, geography and time. It is also important, because of the volume of detailed information available from the survey, that researchers have a clear understanding of the instrument and of the evaluation and/or effectiveness indicators they have targeted.

Once the initial analysis is completed, especially the frequencies run, it may be used to provide a copy of the report to students who were surveyed. All students in the survey sample, other than those removed because of non-delivery or "return to sender" of the letters will need to be sent a copy since anonymity will preclude the identification of respondents. This will greatly increase the cost of conducting the survey and it is therefore left to the discretion of the researchers to choose whether to provide "feedback" or not. If the intention is to do so, it should be clearly indicated in the letter of participation request.

The information generated from the survey is comparable across boundaries and time. It would be unwise, however, to make program decisions on the assumptions arising from any one aspect of the questionnaire and a range of relationship should be developed to provide a battery of performance indicators relevant to effectiveness, efficiency and work load.

APPENDICES

"ISSUES" PAPER PREPARED FOR THE TAFE NATIONAL CENTRE FOR RESEARCH AND DEVELOPMENT

BACKGROUND

This paper relates to a project funded by the TAFE National Centre for Research and Development, titled "The Development of a Graduate Destination Survey to support the construction and use of performance indicators in TAFE".

The objectives of this project are to facilitate the use of performance indicators in TAFE as adjuncts to management by:

1 Reviewing existing survey contents and practices both in Australia and overseas.

2 Identify appropriate survey content to include both full-time and part-time students (but explicitly to exclude "student satisfaction") and processes of survey implementation.

3 Produce a graduate destination survey instrument and implementation procedures.

REVIEW OF EXISTING GRADUATE SURVEY CONTENTS AND PRACTICES

A literature search of the ERIC database using the DIALOG Information Retrieval Service has produced useful information with regard to graduate destination surveys conducted in Great Britain, Canada and America. This information includes sample questionnaires, "guides" for conducting surveys i.e. articles on "planning effective survey strategies" and comprehensive profiles of graduates. The graduate profiles are in terms of social-background variables, aspects of their educational experiences (degree level, type of program, decisions for further education), employment status, job satisfaction and the relationship between the students' educational training and employment requirements.

Similar information on graduate surveys conducted by/for Australian universities and CAE's is also available for reference purposes.

In each State, the Northern Territory and the ACT, representatives of TAFE centres and/or colleges were contacted with regard to this project during September–October 1989. Contact persons include research officers, statisticians, principals and others with expertise in the area of destination surveys.

Response to a request for available information on graduate destination surveys produced a number of questionnaires, surveys and general information. This confirmed that many TAFE centres and/or colleges throughout Australia have completed graduate surveys, some of which are more comprehensive than others. The co-operation and interest shown towards this project is very encouraging and indicates a strong degree of support, on a national scale, for the development and implementation of a standardised survey instrument.

One reason for this support seems to be that, to date, graduate surveys conducted by TAFE systems have varied considerably in content and depth of information gathered. Surveys have been conducted using specific target populations (award/non-award and trade courses) at both macro and micro levels. Direct mail questionnaires and telephone surveys are the most frequently used data collection methods. The definition of "graduate" was often not clear i.e. were subjects those who were "eligible" for an award or "granted" an award or both? Some surveys did not differentiate between the level of the award courses (e.g. Certificate, Advanced Certificate, etc.) and combined results into "award" courses. One of the most difficult problems encountered by researchers involved in graduate surveys was obtaining reliable data on target populations. Records on names, addresses, phone numbers, student identification numbers, courses, etc. were often incorrect and caused a lot of problems. While the limited depth and scope of some surveys restricted analysis to frequencies and proportions, some results were still not clearly presented. The inability of subjects to understand a question or the fact they felt a question was inappropriate and, therefore, did not or could not provide an answer, caused problems with the coding and analysis of some surveys.

It is suggested that a standardised instrument could help to eliminate these inconsistencies. Another consideration (re the support and interest generated by this project) is that of colleges which have yet to conduct a graduate survey and/or those colleges with unusual or specific requirements e.g. colleges in the Northern Territory which provide mainly short courses across a wide geographical area. A standardised instrument should provide the necessary tool to enable colleges to extract information specific to their requirements while also providing the framework necessary to identifying national trends and information for future course development.

MAIN ISSUES

There are six main issues concerning the development and completion of this project. They include:

(1) aims of the survey
(2) definition of population
(3) frames of references
(4) method of and problems with data collection
(5) analysis
(6) coding

These issues have been identified from three sources:

* specific requirements of the TAFE National Centre;
* a review of the existing graduate survey contents and practices; and
* information obtained through discussions with interested parties (i.e. WA's Office of TAFE Strategic Planning Unit, Counselling Service and Curriculum Unit).

1 Aims of the survey

* The main aim of the survey is to determine graduate success rates. As such, the survey should be able to identify the effectiveness of TAFE training; especially when matched with labour market requirements.

* By identifying the relevance of the course content in relation to the student's purpose in studying (at TAFE), the survey should provide information which will assist in the evaluation and validation of courses/subjects/modules.

* To monitor attrition rates in subjects and study areas. A number of studies have been carried out on TAFE student-attrition rates. Rather than accept high withdrawals as failures or incompletion, there is a strong argument (but no empirical evidence) for the probability that many TAFE students withdraw from courses because they obtain what they need for vocational purposes prior to completion of a full course. Also, a change of employment whilst studying can lead to withdrawal from a course. Occasionally a student enrols in a course on "try it and see" basis - if the course is not what the student expects he/she withdraws and may sign up for another course or subject.

A graduate destination survey which differentiates between those students who "graduate" from a whole course, successfully complete subjects in a course, and those who successfully complete parts (modules) of a subject will reduce actual "attrition" numbers by providing empirical evidence of "graduation" (see below).

2 Definition of population

This survey will consider (and differentiate between) three different types of "graduation", namely graduation that involves:

* successful completion of a whole course;
* successful completion of subject(s) in a course;
* successful completion of parts (modules) of a subject.

As previously mentioned, this differentiation will enable a more precise analysis of student destinations after having attended a TAFE college.

It is hoped that information received with relation to successful completion of modules, subjects and/or courses will provide an accurate profile of the student's academic, vocational and/or leisure involvement with TAFE courses. In other words, questions following on from answers to the above will be specific to the student's form of skill acquisition; reasons for studying at TAFE; whether goals were attained; and whether further study is or is not planned.

The above definitions for "graduate" eliminate the existing confusion experienced by some TAFE centres, as to whether their population comprised the total number of students eligible for an award; the total population who were granted the award or a combination of both.

Another consideration here is that TAFE WA (and perhaps other States) cannot easily know whether or not all those who completed an award course are indicated as "graduates" or even if all of the students eligible have, in fact, applied for all award. Samples of "graduates" are, therefore, biased and we (in WA) should bear this in mind. As there is currently no way to prevent this bias we hope it is non-significant.

The term "graduate destination survey" may be considered, by some, as inappropriate. Perhaps "student direction survey" more accurately describes an investigation of this sort.

This survey will cover full-time and part-time students; full-time is defined as students who are studying for a minimum of 14 hours per week.

3 Frames of reference

What data needs to be collected which will enable TAFE colleges/centres to extract information necessary in order to achieve the aims in conducting the survey?

It is important that a clear answer to this question is obtained, otherwise the possibility of mindless "number crunching" is a valid concern.

Data collection necessary to determine graduate success rates and effectiveness of TAFE training in relation to labour market requirements comes under the umbrella of "employment". Questions should be framed so that they provide information on:

* primary activity (i.e. studying, working in industry/domestic duties, or unemployed) prior to and while undertaking TAFE studies;
* highest level of qualifications prior to TAFE study;
* relationship between TAFE course and current or future employment (if any);
* current employment status (including full-time/part-time);
* ASIC/ASCO classification of above;
* degree to which skills/knowledge learned at TAFE are utilised in present job;

* is current employment in an area and at a level commensurate with qualifications.

Data collection which relates directly to the aims of a course, whether industry or community specific, for vocational or non-vocational purposes, requires questions framed to elicit information on:

* TAFE college attended
* Purpose of TAFE study
* How purpose of study relates to course/subject/module content
* Full-time or part-time student
* Whether course/subject/module was successfully completed
* If not completed, reason(s) why
* Plans for further study

Note: The above questions should also serve to determine graduate success rates in areas not governed by labour market requirements.

The issue of attrition rates and why some TAFE students do not complete courses - the fact that many achieve individual and/or employment-related goals without obtaining an award - should be clarified through the differentiation between "graduates" as previously mentioned and also the proposed "explanation" facility of the new survey instrument (i.e. reasons why not completed).

Descriptive information on students which identifies gender and age has traditionally been collected for equity and labour market purposes. It is suggested that this information may not be relevant to destination surveys and should be omitted.

This study will not address the issue of student satisfaction. To determine or define student satisfaction requires a special collection of information which is not currently or systematically collected; students need to be questioned individually and confidentially. A separate survey method which focuses on student satisfaction would be more appropriate than inclusion in a "destination" survey.

The above framework is by no way exhaustive and will undoubtedly expand prior to finalisation. However, the key points have been identified and care must be taken not to "overservice" with meaningless data collection.

4 Method of and problems with data collection

The instrument will be designed to be used as a direct-mail questionnaire. This is primarily a cost consideration. However, if a telephone survey is required, the instrument can be used as such.

It is important to determine where TAFE colleges/centres obtain the initial information on their "graduates", i.e., is information taken from enrolment forms, is information available on a student data system or, for graduates of award courses, are "application of award" forms used to provide information relating to name, address, course, etc.

A review of existing surveys indicates that data collection relating to obtaining initial information on "graduates" is often a problem. There is a possibility that information obtained from enrolment forms and/or student records may be incorrect or out-dated, i.e., students occasionally write down incorrect student numbers, course numbers, etc., and many students relocate without advising administration.

Different methods of data collection may be preferred by different TAFE colleges/centres. It is important to determine these preferences, especially if they are based on accessibility or availability of student information. For example, some colleges precode information specific to courses prior to sending out the questionnaire; others obtain course information through questions in the questionnaire; and some TAFE colleges/centres do both. Some TAFE colleges/centres use student ID numbers and this serves as the "unique" number. Others do not include ID numbers and provide another form of "unique" reference number.

If specific information relating to courses (i.e., exact name and number of course) is obtained from students through the questionnaire (in other words, this information is not precoded) there is a danger students will write in the wrong number. Also, if surveys are precoded with course and course number and this does not match what the student identifies in the survey as course/subject/module studied, the analysis becomes confused.

Clearly, a unified system of data collection is necessary and more information is required (on what is required) to complement a national Graduate Destination survey instrument.

5 Analysis

Popular statistical packages currently used in graduate destination analysis include SPSSPC and SAS, although these generally provide a level of sophistication greatly in excess of the level required for studies of this nature. It is envisaged that a special purpose program will be developed to carry out a set of analyses specifically for this type of study. (It may be that an existing package can be readily adapted - this will be investigated as part of the project).

6 Coding

A well-structured questionnaire should not present any coding problems; open-ended questions can be classified and consistency maintained.

Whether or not data are transferred to coding sheets or punched directly from questionnaires is an internal decision and will depend on circumstance.

CONCLUSION

To date this project is "on target" and within the proposed timeframe, i.e. this issues paper is the result of an information-collection exercise which comprises the first component of the project, scheduled for completion in November, 1989. Stage two is the development of a draft instrument, completion expected by January 1990. Stage three involves circulation of the draft, refining and simultaneous development of software; completion expected by April, 1990. Stage 4 includes dissemination of feedback and preparation of final report, completion expected by October, 1990.

I do not anticipate any major problems or delays with the completion of this project and look forward to the next stages of development.

MONICA SIDEN
Research Officer
Curriculum Unit
Office of TAFE, WA

November 3 1989

STUDENT DESTINATION SURVEY

DRAFT SURVEY INSTRUMENT

ABOUT YOUR ENROLMENT IN TAFE LAST YEAR.

1. **What best describes your purpose in enrolling in TAFE last year?**

To gain employment ☐
To fulfil conditions of employment ☐
To gain promotional opportunities ☐
To change employment ☐
To improve skills used in present employment ☐
For recreation/hobby ☐
To gain entry to further TAFE courses ☐
To gain entry to University ☐

2. **Please indicate if you received study support such as the payment of fees, time-off to attend classes/exams or a living-allowance from any of the following while you were undertaking your TAFE studies last year?**

None ☐
Austudy ☐
Cadetship ☐
Scholarship ☐
Traineeship ☐
Apprenticeship ☐
Employer (Non app/trnship) ☐
Other ☐

Please give details of "Other"

_____

3. **In which TAFE College/s or Centre/s were you enrolled last year? (Please list all)**

INSTITUTION NAME	CODE (if known)
_____	☐☐☐☐☐☐
_____	☐☐☐☐☐☐
_____	☐☐☐☐☐☐
_____	☐☐☐☐☐☐

4. Please name and give the code number (if you know it) of all the TAFE COURSES in which you were *enrolled last year*.

	COURSE TITLE	CODE
1	_____	☐☐☐☐☐☐
2	_____	☐☐☐☐☐☐
3	_____	☐☐☐☐☐☐
4	_____	☐☐☐☐☐☐

5. What was your study program in each semester or six months last year?

	Sem 1	Sem 2
Full-time (15+ hrs per week)	☐	☐
Part-time (less than 15 hrs per week)	☐	☐
Block/sandwich	☐	☐
Short intensive	☐	☐

6. What was your main mode of study?

	Sem 1	Sem 2
Lectures/face to face tuition	☐	☐
Open Learning	☐	☐
External/correspondence	☐	☐
Any combination of the above	☐	☐

7. Which of the courses listed in Q9 did you complete last year?

NONE: ☐
or
COURSE: 1 ☐ 2 ☐ 3 ☐ 4 ☐

8. When do you expect to complete the course/s you have not yet finished?

I do not intend to complete the course/s	☐	Go to Q9
This year	☐	Go to Q10
Next year	☐	Go to Q10
Other (give when) _____	☐	Go to Q10

9. Which course/s do you not intend to complete?

	COURSE TITLE	CODE
1	_____	☐☐☐☐☐☐
2	_____	☐☐☐☐☐☐

10. Did you complete all the subjects in which you were enrolled *last year*?

Yes	☐	Go to Q12
No	☐	Go to Q11

11. Which subjects did you NOT COMPLETE?

	SUBJECT TITLE	SUBJECT INDEX NO.
1	_____	☐☐☐☐☐☐
2	_____	☐☐☐☐☐☐
3	_____	☐☐☐☐☐☐
4	_____	☐☐☐☐☐☐
5	_____	☐☐☐☐☐☐
6	_____	☐☐☐☐☐☐

12. If you do not intend to complete all the course/s in which you were enrolled last year OR/AND did not complete all the subjects you enrolled in, what were the main reasons why? (Tick all that apply).

I obtained employment	☐
I achieved the skills/knowledge that I needed	☐
My family/personal circumstances changed	☐
I changed jobs, course/subject is no longer relevant	☐
The course/subject content is inappropriate to my needs	☐
I found study too difficult to fit into my life	☐
I moved away from where the course/subject was offered	☐
The delivery of the course/subject was unsatisfactory	☐
The facilities/equipment were inadequate	☐
I did not like the lecturer/other students	☐
I could not pass the assessment/assignments	☐
Other please specify)	☐

ABOUT YOUR EMPLOYMENT

13. What was your employment situation LAST YEAR when you enrolled in TAFE?

Unemployed and not seeking work	(Go to Q15)	☐
Unemployed and seeking work	(Go to Q15)	☐
Employed part-time, not seeking full-time work	(Go to Q14)	☐
Employed part-time and seeking full-time work	(Go to Q14)	☐
Employed full-time	(Go to Q14)	☐
Self-employed	(Go to Q14)	☐

14. If you were employed, what was your occupation?

_____

15. What was your employment situation on May 1 this year?

- Unemployed and not seeking work (Go to Q21) ☐
- Unemployed and seeking work (Go to Q21) ☐
- Employed part-time, not seeking full-time work (Go to Q16) ☐
- Employed part-time and seeking full-time work (Go to Q16) ☐
- Employed full-time (Go to Q16) ☐
- Self-employed (Go to Q16) ☐

16. What is the most important business/industry of your employer? e.g. mining, law, medical practice, restaurant, automotive sales, metal fabrication etc.

_____

17. Have you changed your job or employer since completing your TAFE programme last year?

- Yes ☐
- No ☐

18. What is your current job title?

_____

19. What is your occupation in that job?

_____

20. Were your TAFE studies relevant to your current position?

- Yes ☐
- No ☐

YOUR CURRENT STUDY PROGRAM

22. What is your current study program?

- **NONE** ☐
- **RE-ENROLLED IN AN INCOMPLETE TAFE COURSE** ☐
- **NEW TAFE COURSE ENROLMENT:** Certificate ☐
- Advanced Certificate ☐
- Associate Diploma ☐
- Diploma ☐
- **NO COURSE:** TAFE Subject/s or module/s only ☐
- **UNIVERSITY:** Undergraduate Degree ☐
- Post-graduate Degree ☐
- Diploma ☐
- Masters ☐
- **OTHER** (Please specify) ☐

_____

23. **What is the title of the course, or of the subjects/modules if these are not being taken as part of a course?**

	COURSE/SUBJECT TITLE	CODE/INDEX NO.
1	_____	☐☐☐☐☐☐
2	_____	☐☐☐☐☐☐
3	_____	☐☐☐☐☐☐
4	_____	☐☐☐☐☐☐
5	_____	☐☐☐☐☐☐

24. **Is this study program related to your current employment?**

Yes ☐
No ☐

ABOUT YOU

25. **Gender**

Male ☐
Female ☐

26. **What was your age in years as at January 1 this year?** ☐

27. **What was your previous highest level of education before you enrolled in TAFE last year?**

Below Year 10 ☐
Completed Year 10 ☐
Completed Year 11 ☐
Completed Year 12 ☐
Trade qualification ☐
Non-trade Certificate ☐
Advanced Certificate ☐
Associate Diploma or Diploma ☐
Degree ☐

28. **Were you the holder of a student visa last year?**

Yes ☐
No ☐

29. **What was the postcode of your residential address last year?** ☐☐☐☐

30. **Where were you born?**

Australia, New Zealand, Gt Britain ☐
Singapore, Malaysia, Thailand ☐
Indonesia ☐
Europe ☐
Phillipines ☐
Other (Please specify) ☐

THANK YOU VERY MUCH FOR YOUR ASSISTANCE

TAFE

STUDENT DESTINATION SURVEY

DRAFT QUESTIONNAIRE

A JOINT PROJECT

OF THE

TAFE NATIONAL CENTRE FOR RESEARCH AND DEVELOPMENT

AND THE

WESTERN AUSTRALIAN DEPARTMENT OF TAFE

TO ENSURE THAT FOLLOW-UP LETTERS

ARE NOT SENT TO YOU UNNECESSARILY

IT WOULD BE MOST APPRECIATED

IF YOU WOULD PROVIDE YOUR TAFE STUDENT NUMBER

AND YOUR NAME.

THIS INFORMATION WILL NOT BE STORED

AND

CONFIDENTIALITY WILL BE MAINTAINED

BY ITS REMOVAL

AS SOON AS THE RETURN OF THE QUESTIONNAIRE

HAS BEEN RECORDED.

STUDENT I.D. NUMBER: | | | | | | | | | |

STUDENT NAME: _____

STUDENT DESTINATION SURVEY QUESTIONNAIRE

ABOUT YOUR TAFE ENROLMENT LAST YEAR.

1. What BEST describes your purpose in enrolling in TAFE last year?

I enrolled in TAFE to:

Gain employment . . . . . [ ]
Fulfil conditions of employment . . . . . [ ]
Gain promotional opportunities . . . . . [ ]
Change employment . . . . . [ ]
Improve skills used in present job . . . . [ ]
Gain recreation/hobby skills . . . . . [ ]
Gain entry to further TAFE courses . . . [ ]
Gain entry to University . . . . . [ ]
Improve personal/social skills . . . . . [ ]

2. What was your employment situation LAST YEAR when you enrolled in TAFE?

Employed part-time and not seeking full-time work . . . . . [ ]
Employed part-time and seeking full-time work . . . . . [ ]
Employed full-time . . . . . [ ]
Self-employed . . . . . [ ]

(Go to Q3)

OR

Unemployed/ not seeking work . . . . . [ ]
Unemployed/ seeking work . . . . . [ ]

(Go to Q4)

3. What was your occupation?

_____

4. Did you receive study support from any of the following while you were undertaking your TAFE studies last year? NOTE: *Support includes your employer-paid time for TAFE classes or exams, payment of fees, living allowances and any other assistance, from government or private sources.*

None . . . . . [ ]
Austudy . . . . . [ ]
Cadetship . . . . . [ ]
Scholarship . . . . . [ ]
Traineeship . . . . . [ ]
Apprenticeship . . . . . [ ]
Employer (Non apprentice,cadet, or trainee) . . . . . [ ]
Other . . . . . [ ]

Please give details of "Other"

_____

5. In which TAFE College/s or Centre/s were you enrolled last year? (*Please list all*)

INSTITUTION NAME **CODE** (*if known*)

_____ ☐☐☐☐☐☐
_____ ☐☐☐☐☐☐
_____ ☐☐☐☐☐☐
_____ ☐☐☐☐☐☐

6. In which type of course or program were you enrolled at TAFE last year. (*Tick more than one if necessary*).

Certificate . . . . . [ ]
Advanced Certificate . . . . . [ ]
Associate Diploma . . . . . [ ]
Diploma . . . . . [ ]
Short non-award course . . . . . [ ]
Module or single subject; not for an award . . . . . [ ]

7. Please name and give the code number (if you know it) of all the TAFE COURSES in which you were enrolled last year.

COURSE TITLE	CODE
_____	☐☐☐☐☐☐
_____	☐☐☐☐☐☐
_____	☐☐☐☐☐☐
_____	☐☐☐☐☐☐

8. What was your study program in each semester or six months last year?

	Sem1	Sem2
Full-time (15+hrs per week)	[ ]	[ ]
Part-time (less than 15 hrs per week)	[ ]	[ ]
Block/sandwich	[ ]	[ ]
Short intensive	[ ]	[ ]

9. What was your main mode of study?

	Sem1	Sem2
Lectures/face to face tuition	[ ]	[ ]
Open Learning	[ ]	[ ]
External/correspondence	[ ]	[ ]
Any combination of the above	[ ]	[ ]

10. Did you complete the course or courses such as Certificate, Associate Diploma etcetera in which you were enrolled last year?

Did not complete any courses . . . . . [ ]
Go to Q12

Completed one or more but **NOT ALL** [ ]
Did you apply for the award . . . . . Yes.[ ]
No..[ ]
Go to Q11

Completed ALL courses taken . . . . . [ ]
Did you apply for the award/s . . . . Yes.[ ]
No..[ ]
Go to Q14

11. Which course or courses did you complete from those in Question 7?

COURSE TITLE	CODE
_____	☐☐☐☐☐☐
_____	☐☐☐☐☐☐
_____	☐☐☐☐☐☐

12. Do you intend to complete the courses in which you were enrolled last year?

I do not intend to complete any course/s . . . . . [ ]
Go to Q14

I will complete one or more but NOT ALL of my courses . . . . . [ ]
Go to Q13

I will complete ALL my courses . . . . . [ ]
Go to Q13

13. When will you complete the courses in which you were enrolled last year and that you plan to finish?

This year . . . . . [ ]
Next year . . . . . [ ]
Sometime after next year . . . . . [ ]

IF YOU PLAN TO COMPLETE ALL COURSES . . . . . GO TO Q16.
IF NOT . . . . . GO ON TO Q14.

14. Which COURSE/S do you not intend to complete?

COURSE TITLE	CODE
_____	☐☐☐☐☐☐
_____	☐☐☐☐☐☐
_____	☐☐☐☐☐☐

15. If you do not intend to complete all the COURSES for which you were enrolled last year, what are your main reasons for not doing so? (*Tick ALL that apply*).

WORK

I obtained employment . . . . . [ ]
I changed jobs and do not need the course . . . . . [ ]
I achieved the skills/knowledge that I needed . . . . . [ ]
I lost my job . . . . . [ ]

STUDY

The teaching methods were unsatisfactory . . . . . [ ]
The facilities/equipment were inadequate . . . . . [ ]
I could not pass the assessment/ assignments . . . . . [ ]
The subjects were not appropriate to my needs . . . . . [ ]
The course was too difficult . . . . . [ ]
I changed to another course . . . . . [ ]

PERSONAL

I had too little time for study . . . . . [ ]
I moved away, the College/Centre is too far now . . . . . [ ]
My family/personal circumstances changed . . . . . [ ]
I have no one to mind my children . . . [ ]
Health reasons . . . . . [ ]
I could not afford to continue . . . . . [ ]

Other (please specify)

_____

16. In general, how would you rate the following aspects of your study program? (*Tick the appropriate box.*)

	GOOD	FAIR	POOR
COURSE			
Organisation of the course	[ ]	[ ]	[ ]
The range of subjects available	[ ]	[ ]	[ ]
Up to date subject content	[ ]	[ ]	[ ]
Balance of practical and theory	[ ]	[ ]	[ ]
NON-COURSE			
Availability of equipment	[ ]	[ ]	[ ]
Adequacy of facilities	[ ]	[ ]	[ ]
Access to learning resources e.g.library material, copier, computer	[ ]	[ ]	[ ]
Provision of services such as child care recreation activities, counselling	[ ]	[ ]	[ ]

17. Did you successfully complete all the SUBJECTS for which you were enrolled last year?

No . . . . . [ ] **Go to Q18**
Yes . . . . . [ ] **Go to Q20**

18. Which SUBJECTS did you start but NOT COMPLETE?

SUBJECT TITLE	SUBJECT INDEX NO.
_____	☐☐☐☐☐☐
_____	☐☐☐☐☐☐
_____	☐☐☐☐☐☐
_____	☐☐☐☐☐☐

19. What was the main reason that you did not complete this or these SUBJECTS? (*Tick one or more boxes*).

WORK

I obtained employment . . . . . [ ]
I changed jobs and no longer need the subject/s . . . . . [ ]
I achieved the skills/knowledge that I needed . . . . . [ ]
My work shifts changed and I could not attend . . . . . [ ]
I lost my job . . . . . [ ]

STUDY

The teaching methods were unsatisfactory . . . . . [ ]
The facilities/equipment were inadequate . . . . . [ ]
I did not like the lecturer/ other students . . . . . [ ]
The subject content was not what I expected . . . . . [ ]
I could not pass the assessment/ assignments . . . . . [ ]
The class time was unsuitable . . . . . [ ]

PERSONAL

I found study too difficult to fit into my life . . . . . [ ]
I moved away, the College/Centre is too far now . . . . . [ ]
My family/personal circumstances changed . . . . . [ ]
I had no one to mind my children . . . . [ ]
Health reasons . . . . . [ ]
Other (**please specify**) . . . . . [ ]

_____

ABOUT YOUR EMPLOYMENT

20. What was your employment situation on May 1 this year?

Employed part-time and not seeking full-time work . . . . . [ ]
Employed part-time and seeking full-time work . . . . . [ ]
Employed full-time . . . . . [ ]
Self-employed . . . . . [ ]
Go to Q21
Unemployed/ not seeking work . . . . . [ ]
Unemployed/ seeking work . . . . . [ ]
Go to Q26

21. What is the main business/industry of your employer or in which you are self-employed? e.g. mining, law, medical practice, restaurant, automotive sales, plumbing, television servicing etc.

_____

22. Have you changed your job or employer since completing your TAFE programme last year?

Yes . . . . . [ ] **Go to Q23**
No . . . . . [ ] **Go to Q24**

23. What is your current job? e.g apprentice hairdresser, junior salesperson, receptionist, accountant, clerk, carpenter etc.

_____

24. What are two of the main duties or things you do in your job?

_____

_____

25. Were your TAFE studies last year relevant to your current position?

Yes . . . . . [ ]
No . . . . . [ ]

26. Do you feel that your study program met the purposes you stated in Question 1?

Yes . . . . . [ ]
No . . . . . [ ]

YOUR CURRENT STUDY PROGRAM

27. What is your current study program? ***(Tick each answer which applies.)***

None . . . . . [ ]
Go to Q31
Continuing previous enrolment only . . . [ ]
Go to Q31
Previous and new enrolment . . . . . [ ]
Go to Q28
Enrolled in a new program only . . . . . [ ]
Go to Q28

28. In which NEW course/s are you enrolled? ***(Tick all answers that apply.)***

TAFE:
Certificate . . . . . [ ]
Advanced Certificate . . . . . [ ]
Associate Diploma . . . . . [ ]
Diploma . . . . . [ ]
Short non-award course . . . . . [ ]
Module or single subject, not for an award . . . . . [ ]
UNIVERSITY:
Undergraduate Degree . . . . . [ ]
Post-graduate Degree . . . . . [ ]
Diploma . . . . . [ ]
Masters . . . . . [ ]
OTHER: (Please specify)

_____

29. What is the title of the NEW course or courses in which you are enrolled now?

COURSE/SUBJECT TITLE	CODE
_____	☐☐☐☐☐☐
_____	☐☐☐☐☐☐
_____	☐☐☐☐☐☐
_____	☐☐☐☐☐☐

30. Is this new course related to your current occupation?

Yes . . . . . [ ]
No . . . . . [ ]

ABOUT YOU

31. Gender Male . . . . . [ ]
Female . . . . . [ ]

32. What age were you on January 1 this year? . . . . . [ ] years

33. What was your previous highest level of education before you enrolled in TAFE last year?

Below Year 10 . . . . . [ ]
Completed Year 10 . . . . . [ ]
Completed Year 11 . . . . . [ ]
Completed Year 12 . . . . . [ ]
Trade qualification . . . . . [ ]
Non-trade Certificate . . . . . [ ]
Advanced Certificate . . . . . [ ]
Associate Diploma or Diploma . . . . . [ ]
Bachelors' Degree . . . . . [ ]
Other . . . . . [ ]
(Please specify "Other")

_____

34. Were you the holder of a student visa last year?

Yes ..... [ ]
No ..... [ ]

35. What was the postcode of your residential address last year?

☐☐☐☐

36. What was your main means of transport to the TAFE institution/s which you attended last year?

On foot ..... [ ]
Bicycle ..... [ ]
Public transport ..... [ ]
Private car, truck or motorcycle ..... [ ]
Other ..... [ ]

(Please specify "Other")

_____

37. Were you born in Australia?

Yes ..... [ ]
No ..... [ ]

THE FOLLOWING INFORMATION WILL BE OF GREAT ASSISTANCE IN DETERMINING WHETHER TAFE IS MEETING THE NEEDS OF SPECIAL GROUPS WITHIN THE COMMUNITY.

38. Are you of Aboriginal or Torres Strait Islander descent?

Yes ..... [ ]
No ..... [ ]

39. Was English your first language?

Yes ..... [ ]
No ..... [ ]

40. Are you physically disabled?

Yes ..... [ ]
No ..... [ ]

****

THANK YOU VERY MUCH

FOR YOUR ASSISTANCE

****

SURVEY OF THE EMPLOYMENT, FURTHER STUDY AND OTHER ACTIVITIES OF PEOPLE WHO WERE TAFE STUDENTS IN 1990.

We would greatly appreciate your assistance by completing this questionnaire and returning it in the enclosed **FREEPOST** envelope by 10 June 1991.

The information you provide will be treated with the strictest confidence and recorded only as statistics. No names or student numbers will be related to them so no individual will be identifiable. Your responses will be collated with those of other 1990 students to guide the improvement of TAFE's provision of programs and services to meet the needs of it students and community.

The questions have been designed to need only ticks or a few words in response so should take very little of your time. Your willingness to take that time will provide information concerning the very basis of what TAFE is trying to achieve and those it serves. It will be, therefore, invaluable. Please do try to take the time to answer the questionnaire and return it by the 10 June.

Yours sincerely

LYNNE WALSH
PROJECT OFFICER

ANGIE DOMINISH
RESEARCH CO-ORDINATOR

22 May 1991

L Walsh
420 4021

1~
2~
3~
4~
5~
6~
7~
8~
9~
10~
11~
12~
Dear 13~

Recently we wrote to ask for your co-operation in our survey of students who were enrolled last year. We are relying on the information from this survey to help us to improve our college facilities and courses and we therefore depend upon a response from our selected student representatives. If you have not yet returned the survey form, I would appreciate your finding a few moments to complete and return it within the next few days. Thank you if you have already done so.

Copies of the questionnaire and the Freepost envelope are available from me on the telephone number 420 4021 if your original form has been misplaced. I would also be happy to answer any queries you may have about the survey.

Yours sincerely

Lynne Walsh (Project Officer)
A/Senior Co-ordinator
Resource Allocation & Review

17 June 1991

RAW DATA RECORDED ON WORDPERFECT 5.1

001191	13183	507089	4411317089	00	000 111102232	0001482640311400122372261084121 2
002116	13155	103513	0401323513	00	000 111100002	0006 0 2110000117226064312 11
003121510113140		1068156774221110		33	000 11110000164042	0001712510111200012 92602442222
004163240313145		407443	201010	107443	360 101001002	0003822240311400112288260514121 1
005152610513140		155139	221120	31	000 212331112	0001471630121100002462260634221 2
006123460163185		101023	221110	00	000 111111112	0003482460111210011193061534121 2
007156	13150	100361	223310	100361	113 211132331	1236422440921100002332262800121 2
008142891913533		600921	020110	100921	000 23200000152002	4001921891922100002421264154121 2
009163530113155		504422	101010	104422	001 00001222114465	0013411530120100002224260644222 2
010113510153140		103513	3311313513	00	000 212222212	0003 1 2110000218326108322 12
011153140113110		100440	4010310440	00	000 111121002	0003012140111100001421265031121 2
012133510113150		408813	203010	108813	003 111111002	0005 0 0110000259406640522 12
013183240313145		407448	221110	33	000 210001102	0003822240321200002 82601041212
014123410113150		605892	020310	31	000 122200001	0003711270511200001305262304121 2
015186	13110	507089	401010	10	300 212303321670876705667050	3005 0 0110000243426153412 12
016163231313305		500921	2010300921	00	000 111101002	0003812231321100002289260104121 2
017196	13188	600951	201010	100951	010 30000000163571	0106 0 0200000116126169112 12
018123430763160		001731	221100	00	000 111111132	0003332430711200001222260564121 2
019116	13155	104776	201010	10	050 11230000128756	0006 2 2110000140526021422 22
020133610513140		408171	221110	33	000 121122222	0004632610511200001351260254121 2
021153440313155		304776	101010	104776	406 2122111012726927063	5006 2 1245002136526066422 22
022146	23145	407448	111110	32	000 21122132	0005 0 0110000222426103312 12
023126891313158		105810	121110	01	000 100200002	0003632891321200002 42605142212
024115	13110	105175	221110	31	000 111111102	0005 0 0120001238226166412 12
025115	13110	600921	020232	00	060 112111112	0001632830122440022184261553121 2
026161340113305		604233	221110	104233	300 111111222	0001812340121100002279260084221 2
027153660913140		106815	221110	33	000 111111112	0003542660911200012314260544121 2
028143510313304		600921	0401300921	00	000 000000002	0003712510321100002 82 42211
029163310113180		105782	221110	33	000 111111112	0003812310121200002399260604121 2
030153220513130		60	020110	10	300 111111102	0003632220511200011389260204121 2
031133499913180		100316	2211100316	33	000 11112213152898	4003722499922100001343260844221 2
032133510313183		106202	020110	106202	300 121111102	0003472510321100002402261104221 2
033131892513110		106255	1010306255	00	000 222121221	0003041892511100001253261633121 2
034123460163183		101102	221110	31	000 222222222	0003482460111200001194260564121 2
035195	13183	609901	221120	209901	003 111100001	0005 0 0110000233326155422 12
036185	13371	600316	2211300316	00	000 222222221	0136 0 0046000217426075422 12
037162340113250		600912	2244300912	00	000 111211112	0003812340121230022379263304222 2
038153510313140		308200	221110	31	000 212221102	0003622510311300002194261553121 2
039132820113150		104044	223310	104044	300 211200002	0002022820111310012241263024121 2
040123470563150		102149	223310	32	000 111100002	0003712470511200001314240725121 2
041165	13158	502157	201010	102157	043 11112112150342	0403941890521100002214261002121 2
042116	13185	105175	221110	105175	300 122222232	0006 2 0120002237626015412 12
043165	13250	104400	222210	31	000 111111102	0005 0 0121000257 0633042022
044114250513407		1451759903111121517 5		33	000 231111132	0004912250522100022362062254100 0
045153421313230		100362	020210	31	000 121111102	0003132421311310011355265254121 2
046133130313140		106437	2211316437	00	000 122222212	0006 0 2110000143226008312 12
047153130313188		12620362042222 10		10620362043 00	212211102	0003332130311100001555261604221 2
0481338907031103150		308801	221110	108801	050 1112022011800515332	1063482890721200001193261634121 2
049136	13140	101009	2211311009	00	000 222212322	0003421510122100002368260264222 2
050133599973140		409757	221110	32	000 131211212	0003591270511200001324260504121 2
051141830123130		309603	111110	31	000 222223222	0001812 2120000240226064422 12
052116	13188	100921	201010	100921	000 12110000122882	0005 0 0110000233526168412 12
053165	13145	104400	221110	33	000 222223232	0005 0 0120000247226010412 12
054133410373188		106372	221110	106372	000 111111102	0003582410311360011285261674221 2

APPENDIX 6

SAMPLE OF DATA FILE, VARIABLES AND VALUE LABELS

DATA LIST FILE = `DATASCI'
/Number 1-3 Return 4 Purpose 5 Employ1 6 Occup 7-10 Support 11 College1 12-15 College2 16-19 College3 20-23 Course1 24 Course2 25 Csecode1 26-29 Csecode2 30-33 Stdyprg1 34 Stdyprg2 35 Stdymod1 36 Stdymod2 37 Crsecomp 38 Award 39 Csedone1 40-43 Csedone2 44-47 Intentn 48 Timecomp 49 Csedrop1 50-53 Csedrop2 54-57 Csework 58 Csestudy 59 Csepers 60 Orgnstn 62 Subrange 63 Uptodate 64 Thryprac 65 Equip 66 Facilts 67 Resrces 68 Services 69 Subcomp 70 Subdrop1 71-75 Subdrop2 76-80 Subdrop3 81-85 Subdrop4 86-90 Subwork 91 Substudy 92 Subpers 93 Employ2 94 Industry 95-96 Jobchng 97 Occup2 98-101 Relevnce 102 Purpose2 103 Studynow 104 NewTAFE1 105 NewTAFE2 106 NewUni1 107 Newrlvnt 108 Gender 109 Age 110-111 Educatn 112 Visa 113 Postcode 114-117 Transprt 118 Austborn 119 Aborignl 120 Language 121 Disabled 122

VARIABLE LABELS Number `Respondent record number'
/Return `Method of response return'
/Purpose `Purpose in enrolling'
/Employ1 `Employment last year'
/Occup `Occupation last year'
/Support `Study support received'
/College1 `TAFE College/Centre enrolled 1'
/College2 `TAFE College/Centre enrolled 2'
/College3 `TAFE College/Centre enrolled 3'
/Course1 `Course type 1'
/Course2 `Course type 2'
/Csecode1 `Course code 1'
/Csecode2 `Course code 2'
/Stdyprg1 `Study program Semester 1'
/Stdyprg2 `Study program Semester 2'
/Stdymod1 `Study mode Semester 1'
/Stdymod2 `Study mode Semester 2'
/Crsecomp `Course completion'

VALUE LABELS /Return 1 `MAIL' 2 `TELEPHONE'
/Purpose 0 `NO RESPONSE' 1 `GAIN EMPLOYMENT' 2 `EMPLOYMENT CONDITION' 3 `GAIN PROMOTION' 4 `CHANGE EMPLOYMENT' 5 `IMPROVE SKILLS' 6 `RECREATION' 7 `ENTER OTHER TAFE' 8 `ENTER UNIVERSITY' 9 `SOCIAL SKILLS'
/Employ1 0 `NO RESPONSE' 1 `P/T ONLY' 2 `P/T WANT F/T' 3 FULL-TIME 4 `SELF-EMPLOYED' 5 `UNEMPLOYED NS WORK' 6 `UNEMPLOYED WANT WORK'
/Support 0 `NO RESPONSE' 1 `NONE' 2 `AUSTUDY' 3 `CADETSHIP' 5 `SCHOLARSHIP' 6 `TRAINEESHIP' 7 `APPRENTICESHIP' 8 `EMPLOYER' 9 `OTHER'
/Course1 0 `NO RESPONSE' 1 `CERTIFICATE' 2 `ADVANCED CERTIFICATE' 3 `ASSOCIATE DIPLOMA' 4 `DIPLOMA' 5 `SHORT COURSE' 6 `MODULE/SINGLE SUBJECT'
/Course2 0 `NO RESPONSE' 1 `CERTIFICATE' 2 `ADVANCED CERTIFICATE' 3 `ASSOCIATE DIPLOMA' 4 `DIPLOMA' 5 `SHORT COURSE' 6 `MODULE/SINGLE SUBJECT'

APPENDICES 7 & 8

FINAL VERSION

RECOMMENDED LETTER

AND

QUESTIONNAIRE FORMAT

EXAMPLE OF A PERSONALISED LETTER FOR DISTRIBUTION WITH QUESTIONNAIRE

Contact Name
Telephone Number

(*Student name and address*)

Dear (*Student name)*

SURVEY OF THE EMPLOYMENT, FURTHER STUDY AND OTHER ACTIVITIES OF PEOPLE WHO WERE TAFE STUDENTS IN 1990.

We ask for your co-operation in our survey of students who were enrolled in TAFE programs last year. The information you can provide through this survey as one of our selected student representatives, will assist us in the improvement of our college facilities and programs. Your responses will be treated with the strictest confidence and recorded only as statistical data. Since no names or student numbers will be recorded, we rely on you to return the survey promptly as we are unable to follow up those who are slow to reply.

The questionnaire has been designed to need only ticks or a few words in response to the questions so should take very little of your time. We would appreciate your finding a few moments to complete it and return it in the enclosed **FREEPOST** envelope by .....

Your responses will be collated with those of other students and a copy of the report will be provided to you as soon as it has been completed. (Include only if this decision has been made and the cost evaluated.)

(*Name of contact person)* is available on telephone number ..... and will be happy to assist should you misplace your questionnaire or Freepost envelope or if you have any queries about the survey.

Yours sincerely

(College Director, Head of Programs etc.)

(Date)

TAFE

STUDENT DESTINATION SURVEY

QUESTIONNAIRE

A JOINT PROJECT

OF THE

TAFE NATIONAL CENTRE FOR RESEARCH AND DEVELOPMENT

AND THE

WESTERN AUSTRALIAN DEPARTMENT OF TAFE

TO ENSURE THAT FOLLOW-UP LETTERS

ARE NOT SENT TO YOU UNNECESSARILY

IT WOULD BE MOST APPRECIATED

IF YOU WOULD PROVIDE YOUR TAFE STUDENT NUMBER

AND YOUR NAME.

THIS INFORMATION WILL NOT BE STORED

AND

CONFIDENTIALITY WILL BE MAINTAINED

BY ITS REMOVAL

AS SOON AS THE RETURN OF THE QUESTIONNAIRE

HAS BEEN RECORDED.

STUDENT I.D. NUMBER: | | | | | | | | | |

STUDENT NAME: _____

STUDENT DESTINATION SURVEY QUESTIONNAIRE

ABOUT YOUR TAFE ENROLMENT LAST YEAR

1 What BEST describes your purpose in enrolling in TAFE last year? (*Tick the boxes of the most appropriate answers.*)

I enrolled in TAFE to:

Gain employment . . . . . [ ]
Fulfil conditions of employment . . . . . [ ]
Gain promotional opportunities . . . . . [ ]
Change employment . . . . . [ ]
Improve skills used in present job . . . . [ ]
Gain recreation/hobby skills . . . . . [ ]
Gain entry to further TAFE courses . . . [ ]
Gain entry to university . . . . . [ ]
Improve personal/social skills . . . . . [ ]

2 What was your employment situation LAST YEAR when you enrolled in TAFE?

Employed part-time and not seeking full-time work . . . . . [ ]
Employed part-time and seeking full-time work . . . . . [ ]
Employed full-time . . . . . [ ]
Self-employed . . . . . [ ]

Go to Q3

OR

Unemployed/ not seeking work . . . . . [ ]
Unemployed/ seeking work . . . . . [ ]

Go to Q4

3 What was your occupation? (*Write title e.g. apprentice hairdresser.*)

_____

4 Did you receive study support from any of the following while you were undertaking your TAFE studies last year? NOTE: *Support includes your employer-paid time for TAFE classes or exams, payment of fees, living allowances and any other assistance, from government or private sources. (Tick ONE box.)*

None . . . . . [ ]
Austudy . . . . . [ ]
Cadetship . . . . . [ ]
Scholarship . . . . . [ ]
Traineeship . . . . . [ ]
Apprenticeship . . . . . [ ]
Employer (Non-apprentice, cadet, or trainee) . . . . . [ ]
If other please specify: . . . . . [ ]

_____

5 In which TAFE college/s or centre/s were you enrolled last year? (*Please list all.*)

INSTITUTION NAME **CODE** (*if known*)

_____ ⌊_⌊_⌊_⌊_⌋
_____ ⌊_⌊_⌊_⌊_⌋

6 In which type of course or program were you enrolled at TAFE last year. (*Tick more than one if necessary.*)

Certificate . . . . . [ ]
Advanced Certificate . . . . . [ ]
Associate Diploma . . . . . [ ]
Diploma . . . . . [ ]
Short non-award course . . . . . [ ]
Module or single subject; not for an award . . . . . [ ]

7 Please name and give the code number (if you know it) of all the TAFE programs as listed in Q6 in which you were enrolled last year. ***e.g. Certificate in Trade Studies, Short Vocational Course in Wordperfect 5.1.)***

COURSE TITLE	CODE
_____	⌊_⌊_⌊_⌊_⌋
_____	⌊_⌊_⌊_⌊_⌋

8 What was your study program in each semester or six months last year?

	Sem1	Sem2
Full-time (15+hrs per week)	[ ]	[ ]
Part-time (less than 15 hrs per week)	[ ]	[ ]
Block/sandwich	[ ]	[ ]
Short intensive	[ ]	[ ]

9 What was your main mode of study?

	Sem1	Sem2
Lectures/face-to-face tuition	[ ]	[ ]
Open Learning	[ ]	[ ]
External/correspondence	[ ]	[ ]
Any combination of the above	[ ]	[ ]

10 Did you complete the study program you listed in Questions 6 & 7? ***(This refers to whole course completions e.g. Certificates, Diplomas etc. or short courses, modules or single subjects which are not included in an award course.)***

Did not complete any courses . . . . . [ ]
Go to Q12
Completed one or more but **NOT ALL** [ ]
Completed ALL courses taken . . . . . [ ]

If you completed an award course, did you apply for the award/s?
. . . . . Yes.....[ ]
. . . . . No.....[ ]
Go to Q11

11 Which program of those in Questions 6 & 7 did you complete?

TITLE	CODE
_____	⌊_⌊_⌊_⌊_⌋
_____	⌊_⌊_⌊_⌊_⌋

12 Do you intend to complete the program/courses in which you were enrolled last year?

I do not intend to complete any programs . . . . . [ ]
Go to Q14
I will complete one or more but NOT ALL of my programs . . . . . [ ]
Go to Q13
I will complete ALL my programs/courses [ ]
Go to Q13

13 When will you complete the programs in which you were enrolled last year and that you plan to finish?

This year . . . . . [ ]
Next year . . . . . [ ]
Sometime after next year . . . . . [ ]

IF YOU PLAN TO COMPLETE ALL PROGRAMS/COURSES . GO TO Q16
IF NOT . . . . . GO TO Q14

14 Which of the programs from Questions 6 & 7 do you not intend to complete?

PROGRAM TITLE	CODE
_____	⌊_⌊_⌊_⌊_⌋
_____	⌊_⌊_⌊_⌊_⌋

15 If you do not intend to complete all the COURSES/PROGRAMS for which you were enrolled last year, what are your main reasons for not doing so? (*Tick ALL that apply.*)

15.1 WORK

I obtained employment . . . . . [ ]
I changed jobs and do not need the course/program . . . . . [ ]
I achieved the skills/knowledge that I needed . . . . . [ ]
I lost my job . . . . . [ ]

15.2 STUDY

The teaching methods were unsatisfactory . . . . . [ ]
The facilities/equipment were inadequate . . . . . [ ]
I could not pass the assessment/ assignments . . . . . [ ]
The subjects were not appropriate to my needs . . . . . [ ]
The course was too difficult . . . . . [ ]
I changed to another course . . . . . [ ]

15.3 PERSONAL

I had too little time for study . . . . . [ ]
I moved away, the college/centre is too far now . . . . . [ ]
My family/personal circumstances changed . . . . . [ ]
I have no one to mind my children . . . [ ]
Health reasons . . . . . [ ]
I could not afford to continue . . . . . [ ]

If other please specify:

_____

16 In general, how would you rate the following aspects of your study program? (*Tick the appropriate box.*)

	GOOD	FAIR	POOR
16.1 CONTENT			
Organisation of the program	[ ]	[ ]	[ ]
The range of subjects available	[ ]	[ ]	[ ]
Up to date subject content	[ ]	[ ]	[ ]
Balance of practical and theory	[ ]	[ ]	[ ]
16.2 RESOURCES			
Availability of equipment	[ ]	[ ]	[ ]
Adequacy of facilities	[ ]	[ ]	[ ]
Access to learning resources e.g.library material, copier, computer	[ ]	[ ]	[ ]
Provision of services such as child care recreation activities, counselling	[ ]	[ ]	[ ]

17 Did you successfully complete all the SUBJECTS for which you were enrolled last year?

No . . . . . [ ] **Go to Q18**
Yes . . . . . [ ] **Go to Q20**

18 Which SUBJECTS did you start but *NOT COMPLETE*?

SUBJECT TITLE **SUBJECT INDEX NO.**

_____ ⌊_⌊_⌊_⌊_⌊_⌋
_____ ⌊_⌊_⌊_⌊_⌊_⌋
_____ ⌊_⌊_⌊_⌊_⌊_⌋
_____ ⌊_⌊_⌊_⌊_⌊_⌋

19 What were the main reasons that you did not complete the SUBJECTS listed in Q18? *(Tick one or more boxes.)*

19.1 WORK

I obtained employment . . . . . [ ]
I changed jobs and no longer need the subject/s . . . . . [ ]
I achieved the skills/knowledge that I needed . . . . . [ ]
My work shifts changed and I could not attend . . . . . [ ]
I lost my job . . . . . [ ]

19.2 STUDY

The teaching methods were unsatisfactory . . . . . [ ]
The facilities/equipment were inadequate . . . . . [ ]
I did not like the lecturer/ other students . . . . . [ ]
The subject content was not what I expected . . . . . [ ]
I could not pass the assessment/ assignments . . . . . [ ]
The class time was unsuitable . . . . . [ ]

19.3 PERSONAL

I found study too difficult to fit into my life . . . . . [ ]
I moved away, the College/Centre is too far now . . . . . [ ]
My family/personal circumstances changed . . . . . [ ]
I had no one to mind my children . . . . [ ]
Health reasons . . . . . [ ]
If other please specify:

_____

ABOUT YOUR EMPLOYMENT

20 What is your employment situation now?

Employed part-time and not seeking full-time work . . . . . [ ]
Employed part-time and seeking full-time work . . . . . [ ]
Employed full-time . . . . . [ ]
Self-employed . . . . . [ ]
Go to Q21
Unemployed/ not seeking work . . . . . [ ]
Unemployed/ seeking work . . . . . [ ]
Go to Q26

21. What is the main business/industry of your employer or in which you are self-employed - e.g. mining, law, medical practice, restaurant, automotive sales, plumbing, television servicing?

_____

22 Have you changed your job or employer since completing your TAFE program last year?

Yes . . . . . [ ] **Go to Q23**
No . . . . . [ ] **Go to Q24**

23 What is your current job - e.g. apprentice hairdresser, junior salesperson, receptionist, accountant, clerk, carpenter?

_____

24 What are two of the main duties or things you do in your job?

_____

_____

25 Were your TAFE studies last year relevant to your current position?

Yes . . . . . [ ]
No . . . . . [ ]

26 Do you feel that your study program met the purposes you stated in Question 1?

Yes . . . . . [ ]
No . . . . . [ ]

YOUR CURRENT STUDY PROGRAM

27 In what study program are you or have you been enrolled this year? (*Tick each answer which applies.*)

None . . . . . [ ]
Go to Q31

OR

Continuing previous enrolment only . . . [ ]
Previous and new enrolment . . . . . [ ]
Enrolled in a new program only . . . . . [ ]
Go to Q28

28 In which types of program are you or were you enrolled this year? (*Tick all answers that apply.)*

TAFE:
Certificate . . . . . [ ]
Advanced Certificate . . . . . [ ]
Associate Diploma . . . . . [ ]
Diploma . . . . . [ ]
Short non-award course . . . . . [ ]
Module or single subject,
not for an award . . . . . [ ]
UNIVERSITY:
Undergraduate Degree . . . . . [ ]
Post-graduate Degree . . . . . [ ]
Diploma . . . . . [ ]
Masters . . . . . [ ]
OTHER:

_____

29 What is the title of the program or programs in which you are or were enrolled this year?

TITLE

_____

_____

30 Is this program related to your current occupation?

Yes . . . . . [ ]
No . . . . . [ ]

ABOUT YOU

31 Gender

Male . . . . . [ ]
Female . . . . . [ ]

32 What age were you on January 1 this year? . . . . . [ ] years

33 What was your previous highest level of education before you enrolled in TAFE last year?

Below Year 10 . . . . . [ ]
Completed Year 10 . . . . . [ ]
Completed Year 11 . . . . . [ ]
Completed Year 12 . . . . . [ ]
Trade qualification . . . . . [ ]
Non-trade Certificate . . . . . [ ]
Advanced Certificate . . . . . [ ]
Associate Diploma or Diploma . . . . . [ ]
Bachelors' Degree . . . . . [ ]
If other please specify: . . . . . [ ]

_____

34 Were you the holder of a student visa last year?

Yes . . . . . [ ]
No . . . . . [ ]

35 What was the postcode of your residential address last year?

└┴┴┴┘

36 What was your main means of transport to the TAFE institution/s which you attended last year?

On foot . . . . . [ ]
Bicycle . . . . . [ ]
Public transport . . . . . [ ]
Private car, truck or motorcycle . . . . . [ ]
If other please specify: . . . . . [ ]

_____

37 Were you born in Australia?

Yes . . . . . [ ]
No . . . . . [ ]

THE FOLLOWING INFORMATION WILL BE OF GREAT ASSISTANCE IN DETERMINING WHETHER TAFE IS MEETING THE NEEDS OF SPECIAL GROUPS WITHIN THE COMMUNITY.

38 Are you of Aboriginal or Torres Strait Islander descent?

Yes . . . . . [ ]
No . . . . . [ ]

39 Is English your first language?

Yes . . . . . [ ]
No . . . . . [ ]

40 Are you physically disabled?

Yes . . . . . [ ]
No . . . . . [ ]

****

THANK YOU VERY MUCH FOR YOUR ASSISTANCE

PLEASE RETURN TO:

(Add appropriate address for return)

****